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ABSTRACT

The guide is designed to assist teachers at the secondary level in using "Lingua Latina Secundum Naturae Rationem Explicata," the Nature Method Institute's Latin series. Particular emphasis is placed on the early chapters of the course. Abundant materials in the form of pattern practices and mimicry drills are given as supplementary material for the book's first four chapters. There is also a unit on Latin songs and one on holiday materials (recipes and song translations). Each chapter also has cultural content. A form for evaluating the guide is included. It is suggested that the initial presentations be aural-oral with the students' books closed, followed by pattern practices, then an explanation of the grammar in Latin accompanied by simple Latin questions, written pattern practices, and finally one section assigned as homework or written classwork and another on English derivatives of Latin lexical items to be done orally and then in written form. It is suggested that a workbook be set up to keep a record of these derivatives. (SCC)

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Teacher's Guide to the NATURE METHOD LATIN COURSE

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Teacher's Guide to the NATURE METHOD LATIN COURSE

Tentative Edition

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CURRICULUM and INSTRUCTION
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FOREWORD

The purpose of this guide is to assist teachers in The School District of Philadelphia in the classroom utilization of LINGUA LATINA SECUNDUM NATURAE RATIONEM EXPLICATA, the Nature Method Institute's Latin series. Stress has been placed on the early capitula of this course in the belief that teachers need the most help with these. Special effort has been made to adapt the Nature Method course to the needs and learning styles of secondary school students in The School District of Philadelphia.

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CONTENTS

	Page
FOREWORD	iii
ACKNOWLEDGMENTS	vi
GENERAL NOTES ON USING LINGUA LATINA IN THE SCHOOL DISTRICT OF PHILADELPHIA	1
SELECTION OF INSTRUCTIONAL MATERIALS, ARTICULATION, AND PACING	3
THE GENERAL APPROACH TO EACH CAPITULUM	5
USING MULTISENSORY MEDIA WITH THE NATURE METHOD	9
SUGGESTIONS ON CAPITULA I-X, VOLUMEN I	15
MODEL LESSON PLANS FOR CAPITULA I-IV OF VOLUMEN I	37
APPENDIX I - A BRIEF COLLECTION OF LATIN SONGS	105
APPENDIX II - HOLIDAY MATERIALS IN LATIN	109
EVALUATION FORM	123

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Gratitude is also expressed to student consultants in various schools who helped evaluate and shape portions of this guide.

It is a pleasure also to acknowledge the help and encouragement of Hans H. Oerberg, the author of the Nature Method series in Latin, who visited classes in the School District during a recent stay in America.

GENERAL NOTES ON USING LINGUA LATINA IN THE SCHOOL DISTRICT OF PHILADELPHIA

The major objectives for the teaching of Latin in The School District of Philadelphia have been stated as follows by the Latin Curriculum Committee and the K-12 Foregin Language Curriculum Committee:

1. To teach pupils to understand, speak, read, and write Latin within an appropriate cultural context.
2. To widen the cultural horizons of the pupils, especially through comparing the classical past with our own world and through showing the relationship between our world and that of the ancient people.
3. To extend the verbal functioning of the pupils in English, especially through vocabulary building based on Latin roots and affixes.
4. To foster interest in the study of the Humanities.

Other objectives included are:

1. To develop an appreciation of the relationship between Latin and other foreign languages, especially the Romance languages.
2. To improve the self-concept of pupils by giving them the opportunity to study a subject area with which they might not otherwise identify.

To aid in the accomplishment of these objectives certain basic principles have been postulated regarding Latin instruction. These principles, together with the objectives listed above, constitute School District policy on Latin instruction.

1. Latin programs must be geared to the needs of all children — not just the academically talented or the college bound.
2. Latin teaching must be multisensory, lively, dramatic, enthusiastic, and creative. Pupils must be fully involved in the learning process.
3. Aural-oral work must be emphasized since this tends to heighten student interest and leads ultimately to a more natural and facile reading ability.
4. Emphasis should be given to usage and to practice in the structure of the language as opposed to minute grammatical analysis.
5. Extending the English verbal functioning of pupils, especially by relating English words to their Latin roots and affixes, should form a major part of the Latin program.
6. Comparing and contrasting classical culture with our own and tracing the influence of the past on the present should be emphasized.

Instructional systems and textbooks are accepted for listing on the School District's official Textbook List in accordance with the potential they seem to exhibit for helping Latin teachers accomplish the major objectives and follow the principles of instruction given above.

Field testing of the Nature Method materials indicates that they can be adapted to the needs of a wide spectrum of pupils. The interest level created by the story line and the total immersion in the target language seem to appeal to pupils of every background and ability.

The text itself is well-organized and has intrinsic interest. The teacher, however, must breathe life into it through enthusiastic and dramatic presentation. The teacher must "bubble over" with enthusiasm, and his enthusiasm will be contagious. Inasmuch as the Nature Method course in its current form lacks multimedia components, the teacher must develop or acquire such components. Suggestions regarding such multisensory media are given in a section of this curriculum guide.

The Nature Method course lends itself very well to aural-oral work since it immerses the pupil totally in Latin. The explanations of Latin structure are given in Latin and are usage oriented.

Inasmuch as the Nature Method Latin course was developed with an international (rather than specifically English-speaking) audience in mind, all opportunity for work on English derivatives and cognates must be provided by the teacher. Such work must be stressed in view of the needs of urban students.

The Nature Method Latin course is rich in cultural content. It has been said that the course is the nearest thing possible to having a native tutor from Ancient Rome. The teacher must explicate and expand upon the cultural content of the course, especially by relating this content to modern times and to the lives and experiences of the students.

SELECTION OF INSTRUCTIONAL MATERIALS, ARTICULATION, AND PACING

The Nature Method course is one of the four commercially available instructional systems listed for use in the teaching of Latin in secondary schools. The other instructional systems are: ARTES LATINAE (Encyclopaedia Britannica Educational Corporation), LIVING LATIN A CONTEMPORARY APPROACH (Ginn & Co.), THE CAMBRIDGE LATIN COURSE (Cambridge University Press). Each of these instructional systems has certain advantages in certain types of teaching situations.

The teacher who is considering the Nature Method course should be aware that the pacing of this course is much more rapid than that of ARTES LATINAE or THE CAMBRIDGE LATIN COURSE. The number of new lexical and structural items introduced in each capitulum of the Nature Method course is high. The teacher must be prepared to give the pupils additional practice work (i.e., work beyond that which is found in the textbook) to assure mastery of content. The teacher using the Nature Method course must be willing to develop many more instructional materials to accompany the basic text.

In general, the Nature Method course is suitable for secondary school pupils who have completed two years of FLES (Elementary School) Latin with HOW THE ROMANS LIVED AND SPOKE and VOCES DE OLYMPO. Teachers planning to use the Nature Method course with secondary school pupils who have not completed the FLES Latin course may wish to take the students through the FLES materials rapidly before beginning the Nature Method course. The cultural and linguistic content of the FLES Latin course should enable pupils to go through the Nature Method course faster and with more enjoyment.

In general, the Nature Method course is also very suitable for secondary school students who are studying Latin as a second foreign language. It also works well with more mature students, e.g., those beginning Latin in grades 9-12 rather than in grades 7 or 8. The teacher should keep in mind that, originally, the Nature Method course was developed as an autoinstructional book for adults wishing to learn Latin.

There are many variables to be considered carefully in deciding which instructional system should be used in a particular school. In the interest of promoting articulation between feeder schools and receiving schools and in the interest of selecting the most suitable materials available for a given group of youngsters, this decision must be a collaborative one involving the Division of Foreign Languages Education and the Latin teacher.

The teacher must accept the students at whatever level they are initially and take them along as far as possible. There is no set number of pages or volumes to be covered in a school year. A teacher who is receiving students who have already studied some Latin must try to draw as far as possible on the knowledge and background of these students, being careful to avoid implying anything negative about the quality and importance of previous study. The policy of the School District's K-12 Foreign Language Curriculum Committee is that the curriculum of the lower levels

should determine the curriculum of the upper levels and not vice versa. It is desirable that the students learn well whatever is covered at any level and that they develop positive attitudes towards the subject.

THE GENERAL APPROACH TO EACH CAPITULUM

Capitula in the Nature Method course should be introduced audiolingually. The initial presentation of each capitulum should be aural-oral and with the students' books closed. For example, in presenting Capitulum I, the teacher—using a map of the Roman Empire-should make statements in Latin about the geography of the Roman Empire. These statements would, of course, be taken from the Latin text of Capitulum I. The class should echo these statements. The teacher must make their meaning clear through the map, through gestures, and without recourse to English. The teacher should use an expression like "Repetite!" to induce the students to echo. The teacher should intersperse Latin questions with the statements and supply the students with answers if necessary and have them echo. The type of aural-oral presentation, of course, will vary from capitulum to capitulum. In Capitulum II, for instance, the teacher will need some sort of visual aid depicting the members of the Roman family. In Capitulum III, the teacher will need appropriate visuals depicting the new verbs introduced.

After the initial aural-oral presentation the teacher may wish to introduce some pattern practices to reinforce new structural and lexical items orally. In this Teacher's Guide some suggested pattern practices are given. The EXERCITIA LATINA developed by Hans Oerberg is also a useful source of practice material.

Following the pattern practices the students may read the capitula from the book. Choral reading by the whole class should be encouraged. Lively oral questioning in Latin by the teacher is also essential to assure comprehension of the reading.

The Grammatica Latina section should then be explained basically in Latin. Proper intonation and gesturing by the teacher will, in general, aid comprehension of this material. The teacher should ask simple Latin questions as the explanation progresses to assure comprehension by the students.

The chorusing of inflectional forms by the entire class is recommended. Giving students pattern practices in written form (such as those suggested for oral presentation) involving Latin to Latin manipulation may follow.

The Pensa at the conclusion of each capitulum may now be assigned for homework or written classwork; the teacher should circulate in the class, and help individual students. Pensum C may be done orally. In general, it is recommended that Pensum A and Pensum B be done as written work in order to avoid needless errors.

Following the Pensa there should be work on English derivatives connected with Latin lexical items presented. It is suggested that English derivative work be done orally at first and then in written form. There are many possible techniques for teaching English derivatives. For instance, the teacher may ask the students to relate a derivative to a Latin root met in the capitulum and to explain the meaning of the derivative in terms of the root. It is, in general, important to use the derivative in the context of an English sentence. The students should be encouraged to keep a list of English derivatives in their own notebooks. This list might be divided into three columns thus:

English word, phrase, or abbreviation	Latin root	Meanings of English word, phrase, or abbreviation

The emphasis in derivative word lessons should be, of course, the expansion of the English vocabulary of the students. Stress should be placed on derivatives that are unfamiliar to the students. Suggested derivatives for the first ten capitula are given in this guide.

In order to give the students a full humanistic experience in classical studies, the teacher should do additional work on Roman culture at the end of each capitulum. As far as possible, this work should involve multisensory media such as films, filmstrips, and study prints and should be related to the cultural content of the capitulum.

For instance, at the conclusion of Capitulum I the teacher may wish to show the filmstrip IMPERIUM ROMANUM (Britannica Corp.) and discuss it in light of what it shows about the geography of the Roman world. At the conclusion of Capitulum II, the teacher may wish to show and discuss the sound film CLAUDIUS BOY OF ANCIENT ROME particularly from the viewpoint of family relationships. This film can be shown in connection with other capitula as well. In this guide suggestions are made on the use of multisensory media in the teaching of culture for the first five capitula. In the discussion of cultural materials stress should be placed on contrasting and comparing the past with our own world and the interrelationship between the present and the past. Research reports and artwork on this cultural material should be encouraged.

In summary, then, the steps for approaching each capitulum are:

1. Oral presentation
2. Oral pattern practices
3. The reading of the capitulum
4. The explanation of the Grammatica Latina
5. The writing of the pensa
6. English derivative work
7. Cultural work

It is most important that the target language be used almost exclusively in the first five steps of the above schema. One of the advantages of the Nature Method course is that it lends itself well to total immersion in Latin and thus helps to give students the real thrill of communicating directly in a language other than English. The teacher who interlards the vernacular frequently or conducts class basically in English or converts the Nature Method course into a grammar-translation course vitiates the advantages of the course and deprives students of a unique cultural and linguistic experience. Teachers may feel uncomfortable at first in speaking in Latin extensively, inasmuch as they have not been, in general, taught to do this in college. But one learns to speak

Latin by speaking it. At first, the teacher may have to prepare his explanations and directions very carefully, but as he becomes more experienced with speaking Latin, his fluency will increase, and he will discover that speaking Latin is fun both for the students and for himself. Naturally, in the teaching of English derivatives and the teaching of cultural material, the use of English is entirely appropriate.

USING MULTISENSORY MEDIA WITH THE NATURE METHOD

Unfortunately, the Nature Method course does not in its present form include multisensory media such as films, filmstrips, and visuals.

The Division of Foreign Languages Education hopes to make available to teachers in the School District a set of uncaptioned visual cues for use with Volumen I. Until these cues are available the teacher must improvise with freehand drawings or stick-figure drawings. The purpose of the visual cues, of course, is to assist the teacher in the oral presentation of each capitulum. In general, the visual cues needed will be the same as or similar to the little line drawings found in the Nature Method book. The visual cues needed are as follows: (The page numbers on which the pictures are found in Volumen I are indicated in parentheses.)

Capitulum I

1. A town, a river, and an island. (p. 1)
   (N.B. A classroom map of the Roman Empire is also needed for this capitulum.)

Capitulum II

2. Medus and Delia. (p. 10)
3. Aemilia and Delia. (p. 10)
4. Quintus and Marcus. (p. 10)
5. Julius, Marcus, Quintus, Julia, Aemilia. (p. 10)
6. Cornelius. (p. 14)

Capitulum III

7. Julia singing. (p. 21)
8. Marcus striking Julia. (p. 21)
9. Marcus striking Quintus, (p. 22)
   Julia weeping.
10. Marcus laughing,
    Quintus looking. (p. 22)
11. Quintus calling, Julius sleeping. (p. 22)
12. Julius hearing. (p. 25)
13. Julius spanking Marcus. (p. 26)

Capitulum IV

14. Julius, Aemilia, and Medus with table and coins. (p. 33)
15. Purse and coin. (p. 33)
16. A slave greeting his master. (p. 35)
17. Davus putting the purse on the table. (p. 37)
18. A staff. (p. 37)

Capitulum V

19. Villa and garden. (p. 43)
20. Floor plan of villa. (p. 44)
21. Rose and lily. (p. 44)
22. Syra. (p. 44)
23. Door and window. (p. 45)
24. Atrium. (p. 45)
25. Peristylum. (p. 46)

Capitulum VI

26. A Roman road. (p. 57)
27. Julius being carried. (p. 58)
28. A man's shoulder (p. 58)
29. Cornelius on a horse. (p. 60)
30. A slave carrying a sack, two slaves carrying a sack. (p. 63)

Capitulum VII

31. Marcus and Quintus in front of the villa. (p. 68)
32. Julia holding a rose and weeping. (p. 68)
33. A mirror. (p. 68)
34. An apple and a pear. (pp. 70, 71)
35. Aemilia kissing Julius. (p. 72)
36. Marcus walking, Quintus running. (p. 72)

Capitulum VIII

37. A Roman jewelry store. (p. 7[illegible])
38. Aemilia with a gem, a pearl, a ring, and a necklace. (pp. 79–80)
39. Medus walking with Lydia. (p. 81)
40. A hand. (p. 86)

Capitulum IX

41. A shepherd and sheep. (p. 95)
42. Bread. (p. 95)
43. A wolf and a cloud. (p. 96)
44. A paw print, a tooth. (pp. 98–99)
45. A shepherd carrying a sheep on his shoulders. (p. 99)

Capitulum X

46. A lion and a dove. (p. 106)
47. A man, woman, and child. (p. 106)
48. A wing, a foot, and Mercury. (p. 107)
49. Neptune. (p. 108)
50. A lung. (p. 108)
51. A nest with eggs, branch, and leaf. (p. 109)
52. A thick branch and a thin branch. (p. 111)
53. Marcus frightened. (p. 111)
54. Julia striking the door. (p. 114)

Capitulum XI (Note: From this point on only more important drawings are included in cues.)

55. The human body. (p. 119)
56. Sickbed scene. (p. 121)

Capitulum XII

57. A Roman soldier. (p. 133)

58. Shield, spears, and sword. (p. 134)

59. A Roman camp. (p. 138)

Capitulum XIII

60. Calendar. (p. 147)

61. Janus and Mars. (p. 148)

62. Sundial face. (p. 150)

Capitulum XIV

63. A cock crowing. (p. 159)

64. A scroll, a wax tablet, stylus. (p. 165)

Capitulum XV

65. Diodorus and students. (p. 170)

66. Diodorus lecturing while the boys sleep. (p. 175)

Capitulum XVI

67. A ship and a shipwreck. (pp. 183, 185)

Capitulum XVII

68. A boy counting in the presence of his teacher. (p. 195)

69. A boy raising his hand. (p. 196)

Capitulum XVIII

70. Writing materials. (p. 207)

71. Boys writing while teacher talks. (p. 210)

72. Marcus jabs Titus. (p. 214)

73. A sealing ring. (p. 217)

Capitulum XIX

74. Columns, roof, and statues. (p. 222)

75. Julius and Aemilia. (p. 227)

76. Roman parents. (pp. 235, 236, 237)

It is strongly recommended that each school using the Nature Method course also acquire the following items from the Encyclopaedia Britannica Latin instructional system ARTES LATINAE listed on the School District's Textbook List:

HISTORICAL RECONSTRUCTIONS OF ROME, Study Prints,
Line Number 901670, Price: $18.00

HISTORICAL RECONSTRUCTIONS OF POMPEII, Study Prints,
Line Number 901671, Price: $12.00

HISTORICAL RECONSTRUCTIONS OF ANCIENT GREECE, Study Prints,
Line Number 901674, Price: $30.00

CLAUDIUS BOY OF ANCIENT ROME, Film,
Line Number 901673, Price: $200.00

ROMA ANTIQUA, Filmstrips,
Line Number 901669, Price: $30.00

In schools which go beyond Volumen I of the Nature Method course, the following items are also recommended:

VITA IN ROMA ANTIQUA, Film,
Line Number 000057, Price: $167.50

INGENIUM ROMAE, Film,
Line Number 000058, Price: $359.00

These items are essential in the teaching of the cultural content of the Nature Method course in a multisensory manner. Each item should be used repeatedly throughout the Nature Method course. The soundfilms with Latin soundtracks and the filmstrips with Latin captions may not be fully understood initially by the students depending on the progress the students have made. At any stage where the soundfilms and filmstrips are used, there must be appropriate discussion and explanation.

The teacher is also urged to make use of appropriate soundfilms and filmstrips available in the School District. A list of films and filmstrips dealing with classical studies is found in Appendix I of the School District's TEACHER'S GUIDE TO ACCOMPANY ARTES LATINAE.

Materials from the Audio-Visual Library are to be ordered through the school secretary. In the case of itinerant teachers, materials for all the schools are to be ordered through the secretary of the "home" or payroll school. The teacher should check with the school secretary for details on ordering. Materials ordered through the secretary are delivered to the school on regular delivery days.

Emergency orders may be placed by calling the Audio-Visual Library (BA 3-9616 or BA 3-9744) and picking the materials up personally at the Audio-Visual Library, 2600 N. Broad St. Questions regarding service may be referred to John W. Lyver III, the School District's Assistant Director in Charge of Audio-Visual Education. The Division of Audio-Visual Education has a very helpful publication called CLASSROOM TEACHER'S GUIDE TO AUDIO-VISUAL MATERIALS (Line Number 545080) which should be available in all schools.

Special attention is called to two films in the Audio-Visual Library with all-Latin soundtracks. These films are attractive and very much in line with the immersion in the target language advocated by the Nature Method course. The films are:

FRA JACOBUS (Number 155490)

URBS MEA (Number 101843)

Teachers who know of soundfilms and filmstrips not currently in the Audio-Visual Library which they think may be suitable for use in Latin classes are cordially invited to bring these to the attention of the Curriculum Specialist for Classical Languages.

SUGGESTIONS ON CAPITULA I-X OF VOLUMEN I

The teacher is urged to review the general suggestions given here before he or she begins to plan lessons for a particular capitulum. The suggestions given here are by no means exhaustive. Teachers who devise or invent creative and effective teaching strategies not described in this guide are cordially invited to submit them to the Division of Foreign Languages Education for possible inclusion in future editions of this guide. For Capitula I through IV teachers should also see the model lesson plans provided in the next section of this curriculum guide.

SUGGESTIONS ON CAPITULUM I

In the oral presentation of this capitulum the teacher will need a classroom map of the Roman Empire. The oral presentation of the first portion of this capitulum might run something like the following: (the lines indicates space for student response, and appropriate gestures, intonation, use of the map and visual cues are important in the oral presentation.)

Roma in Italia est. Omnes, repetite: Roma in Italia est. _____ Joannes, repete: Roma in Italia est. _____ Maria, repete: Roma in Italia est. _____ Italia in Europa est. Omnes, repetite: Italia in Europa. _____ Thoma, repete: Italia in Europa est. _____ Roberte, repete: Italia in Europa est. _____ Marlena, repete: Italia in Europa est. _____ Omnes, repetite: Roma in Italia est. _____Italia in Europa est. _____

This same process with plenty of repetition and ar'mation must be used for the oral presentation of the rest of the capitulum.

The following pattern practices and mimicry drills might be used after the oral presentation. The teacher may wish to put these and similar practice materials on tape.

You will hear a Latin sentence in the singular. Repeat it. Then you will hear the same sentence in the plural. Repeat it paying close attention to the changes involved.

1. Insula est. ____ Insulae sunt. ____
2. Fluvius est. ____ Fluvii sunt. ____
3. Oceanus est. ____ Oceani sunt. ____
4. Oppidum est. ____ Oppida sunt. ____
5. Imperium est. ____ Imperia sunt. ____

You will hear a Latin sentence in the singular. In the pause provided give the plural. The voice on the tape will then give the plural. Repeat it.

1. Insula est. ____ Insulae sunt. ____
2. Fluvius est. ____ Fluvii sunt. ____
3. Oceanus est. ____ Oceani sunt. ____
4. Oppidum est. ____ Oppida sunt. ____
5. Imperium est. ____ Imperia sunt. ____

You will hear a Latin sentence. Repeat it.

1. Nilus in Africa est. ____
2. Syria in Asia est. ____
3. Gallia in Europa est. ____
4. Roma in Italia est. ____
5. Sparta in Graecia est. ____

6. Nilus et Aegyptus in Africa sunt. ____
7. Syria et Arabia in Asia sunt. ____
8. Gallia et Germania in Europa sunt. ____
9. Sparta et Delphi in Graecia sunt. ____
10. Roma et Tusculum in Italia sunt. ____

You will hear a Latin sentence with the verb omitted. Supply the verb in the pause provided. You will then hear the verb. Repeat it.

1. Nilus in Africa ____. est____
2. Syria in Asia ____. est____
3. Gallia in Europa ____. est____
4. Roma in Italia ____. est____
5. Sparta in Graecia ____. est____
6. Nilus et Aegyptus in Africa ____. sunt ____
7. Syria et Arabia in Asia ____. sunt____
8. Gallia et Germania in Europa ____. sunt ____
9. Sparta et Delphi in Graecia ____. sunt ____
10. Roma et Tusculum in Italia ____. sunt ____

Answer the following questions in the pause provided. Then listen to the correct answer and repeat it.

1. Ubi est Nilus? ____ Nilus in Africa est. ____
2. Ubi est Syria? ____ Syria in Asia est. ____
3. Ubi est Gallia? ____ Gallia in Europa est. ____
4. Ubi est Roma? ____ Roma in Italia est. ____
5. Ubi est Sparta? ____ Sparta in Graecia est. ____
6. Ubi sunt Nilus et Aegyptus? ____ Nilus et Aegyptus in Africa sunt. ____
7. Ubi sunt Syria et Arabia? ____ Syria et Arabia in Asia sunt. ____
8. Ubi sunt Gallia et Germania? ____ Gallia et Germania in Europa sunt. ____
9. Ubi sunt Sparta et Delphi? ____ Sparta et Delphi in Graecia sunt. ____
10. Ubi sunt Roma et Tusculum? ____ Roma et Tusculum in Graecia sunt. ____

Repeat the following Latin sentences.

1. Sparta oppidum est. ____
2. Sparta et Tusculum oppida sunt. ____
3. Brundisium oppidum est. ____
4. Brundisium et Delphi oppida sunt. ____
5. Sicilia insula est. ____
6. Sicilia et Creta insulae sunt. ____
7. Nilus fluvius est. ____
8. Nilus et Rhenus fluvii sunt. ____

Answer each of the following questions affirmatively. Listen to the correct answer and then repeat it.

1. Suntne multa oppida in Italia? ____ Multa oppida in Italia sunt. ____
2. Suntne pauca oppida in Arabia? ____ Pauca oppida in Arabia sunt. ____
3. Suntne multae insulae in Graecia? ____ Multae insulae in Graecia sunt. ____
4. Estne Sicilia insula magna? ____ Sicilia insula magna est. ____
5. Estne Melita insula parva? ____ Melita insula parva ____
6. Suntne Nilus et Rhenus fluvii magni? ____ Nilus et Rhenus fluvii magni sunt. ____
7. Estne Oceanus Atlanticus magnus? ____ Oceanus Atlanticus magnus est. ____
8. Estne imperium Romanum magnum? ____ Imperium Romanum magnum est. ____
9. Suntne multi fluvii in Europa? ____ Multi fluvii in Europa sunt. ____
10. Suntne pauci fluvii in Arabia? ____ Pauci fluvii in Arabia sunt. ____

Answer each of the following questions negatively. Listen to the correct answer and repeat it.

1. Num Roma in Graecia est? ____ Roma non in Graecia est. ____
2. Num Creta oppidum est? ____ Creta non oppidum est. ____
3. Num in Arabia multa oppida sunt? ____ In Arabia non multa oppida sunt. ____
4. Num Rhenus parvus fluvius est? ____ Rhenus parvus fluvius non est. ____

You will hear a question followed by an answer. Repeat the answer.

1. Quid est Rhenus? Rhenus fluvius magnus est. ____
2. Quid est Melita? Melita insula parva est. ____
3. Quid est Tusculum? Tusculum oppidum est. ____
4. Quid est Sicilia? Sicilia insula magna est. ____
5. Quid est "insula"? "Insula" vocabulum Latinum est. ____
6. Quid est "magnus"? "Magnus" vocabulum Latinum est. ____

Derivatives that should be taught in this capitulum include: insular, peninsular, oceanic, numeral, literal, literature, magnify, magnitude, magnificent, multitude, multicolored, multimillionaire, multiply, paucity, unit, unity, unilateral, unicycle, e pluribus unum, duet, dual, duo, tricolor, prime, primary, secondary, tertiary, grammatical, exemplary, pensive.

Suggested cultural extension work related to this capitulum includes the showing and discussion of the filmstrip IMPERIUM ROMANUM (Britannica) with emphasis on the far-flung nature of the Roman Empire. The students will not be able to read the Latin captions on this filmstrip. Therefore, the teacher should paraphrase each caption in English.

SUGGESTIONS ON CAPITULUM II

In the oral presentation of this capitulum a stick-figure family tree drawn on the chalkboard, in addition to the visual cue of the Roman family, may be useful in teaching the use of the genitive. The last portion of this capitulum is a dialogue between Cornelius and Julius. The teacher should appoint students to play the roles of Cornelius and Julius. The teacher should supply the lines for each actor orally and have the actor repeat.

The following pattern practices and mimicry drills might be used after the oral presentation.

You will hear a Latin sentence in the singular. Repeat it. Then you will hear the same sentence in the plural. Repeat it.

1. Vir Romanus est. ____ Viri Romani sunt ____.
2. Femina Romanus est. ____ Feminae Romanae sunt. ____
3. Puer Romanus est ____ Pueri Romani sunt. ____
4. Filius est. ____ Filii sunt. ____
5. Filia est ____ Filiae sunt. ____
6. Servus est ____ Servi sunt. ____
7. Ancilla est. ____ Ancillae sunt. ____
8. Filia mea est ____ Filiae meae sunt. ____

You will hear a Latin sentence in the singular. In the pause provided give the plural. The plural will then be given. Repeat it.

1. Vir Romanus est. ____ Viri Romani sunt. ____
2. Puer Romanus est ____ Pueri Romani sunt. ____
3. Femina Romana est. ____ Feminae Romanae sunt. ____
4. Filius est. ____ Filii sunt. ____
5. Filia est. ____ Filiae sunt. ____
6. Servus est. ____ Servi sunt. ____
7. Ancilla est. ____ Ancillae sunt. ____
8. Filia mea est. ____ Filiae meae sunt. ____

Repeat each sentence.

1. Julius pater Marci est. ____
2. Julius pater Quinti est. ____
3. Julius pater Juliae est. ____
4. Aemilia mater Marci est. ____
5. Aemilia mater Quinti est. ____
6. Aemilia mater Juliae est. ____

Repeat each sentence.

1. Numerus servorum magnus est. ____
2. Numerus liberorum parvus est. ____
3. Numerus oppidorum magnus est. ____
4. Numerus filiorum parvus est. ____
5. Numerus puerorum parvus est. ____

You will hear a question followed by an answer. Repeat the answer.

A.

1. Quis est Marcus? Marcus puer Romanus est. ____
2. Quis est Quintus? Quintus puer Romanus est. ____
3. Quis est Julius? Julius vir Romanus est. ____
4. Quis est Medus? Medus servus Romanus est. ____
5. Quis est filius Julii? Marcus est filius Julii. Quintus est quoque filius Julii. ____
6. Quis est servus Julii? Medus est servus Julii. ____
7. Quis est pater Marci? Julius est pater Marci. ____
8. Quis est pater Quinti? Julius est pater Quinti. ____
9. Quis est dominus Medi? Julius est dominus Medi. ____

B.

1. Quae est Julia? Julia est puella Romana. ____
2. Quae est Aemilia? Aemilia est femina Romana. ____
3. Quae est Delia? Delia est ancilla Romana. ____
4. Quae est mater Marci? Aemilia est mater Marci. ____
5. Quae est domina Deliae? Aemilia est domina Deliae. ____

You will hear a question followed by an answer. Repeat the answer.

1. Quis est Marcus? Marcus puer Romanus est. ____
2. Quae est Julia? Julia puella Romana est. ____
3. Estne Medus filius Julii? Medus filius Julii non est. ____
4. Quot liberi in familia sunt? In familia sunt tres liberi. ____
5. Quot filii et quot filiae? Duo filii et una filia. ____
6. Num numerus filiarum duae est? Numerus filiarum non est duae. ____

You will hear a phrase followed by its Latin equivalent. Repeat the equivalent.

1. magnus numerus servorum: multi servi ____
2. parvus numerus liberorum: pauci liberi ____
3. parvus numerus dominorum: pauci domini ____
4. magnus numerus puerorum: multi pueri ____
5. magnus numerus filiarum: multae filiae ____
6. magnus numerus filiorum: multi filii ____
7. parvus numerus ancillarum: multae ancillae ____
8. parvus numerus servorum Graecorum: pauci servi Graeci ____
9. parvus numerus oppidorum: pauca oppida ____
10. magnus numerus oppidorum: multa oppida ____

You will hear a Latin phrase. Give a Latin equivalent for the phrase in the pause provided. You will then hear a correct equivalent. Repeat it.

1. magnus numerus servorum ____ multi servi ____
2. magnus numerus ancillarum ____ multae ancillae ____
3. magnus numerus oppidorum ____ multa oppida ____
4. parvus numerus oppidorum ____ pauca oppida ____
5. parvus numerus liberorum ____ pauci liberi ____
6. parvus numerus filiarum ____ paucae filiae ____

You will hear a Latin expression followed by its equivalent. Repeat the equivalent.

1. servusque: et servus ____
2. puerque: et puer ____
3. filiaque: et filia ____
4. Medusque: et Medus ____

English derivatives that should be taught in this capitulum include: virile, virility, feminine, effeminate, puerility, puerile, familiar, paternal, patrimony, maternal, matron, matriarchy, filial, servile, ancillary, ancilla, dominate, dominion, per cent, centennial, paternity, maternity, subservient, servitude, femme fatale.

Depending on the interests and background of the teacher, some work can be done on words in French, Spanish, and Italian which come from the Latin in the capitula. e.g. from pater: pere, padre; from filia: fille, hija, figlia.

Suggested cultural extension work related to this capitulum includes the showing of the sound film CLAUDIUS BOY OF ANCIENT ROME (Britannica). The discussion of this film should center on family relationships, e.g., the place of slaves, or Claudius' attitude toward his father.

SUGGESTIONS ON CAPITULUM III

In the initial oral presentation of this capitulum the teacher must use gestures and role-playing to make clear the meaning of various utterances. For example, at the beginning of the capitulum when the teacher says, "Julia cantat: 'La-la-la,'" the teacher should sing "La-la-la" so that the meaning of cantat is clear. A broad smile can convey the meaning of Julia laeta est. A finger held to the lips can convey the meaning of St! A frown can indicate the meaning of Marcus laetus non est. The meaning of pulsat can be conveyed by pretending to strike a student. Pretending to cry with a handkerchief can indicate the meaning of plorat. Visual cues can also help make clear the meanings of these utterances.

Parts can be assigned for dramatizing this capitulum. The capitulum should be approached in small segments.

The following pattern practices and mimicry drills might be used after the oral presentation. It is, of course, not desirable to use all of these in one class period.

You will hear a *question*. Answer it affirmatively. The correct answer will be given. Repeat it.

1. Cantatne Julia? ____	Julia cantat. ____
2. Pulsatne Marcus? ____	Marcus pulsat. ____
3. Ridetne puer? ____	Puer ridet. ____
4. Videtne Quintus? ____	Quintus videt. ____
5. Vocatne Julia? ____	Julia vocat. ____
6. Venitne Aemilia? ____	Aemilia venit. ____
7. Interrogatne Aemilia? ____	Aemilia interrogat. ____
8. Respondetne Quintus? ____	Quintus respondet. ____
9. Dormitne pater? ____	Pater dormit. ____
10. Auditne Julius? ____	Julius audit. ____

You will hear an affirmative sentence. Make it negative. Listen to the correct answer and repeat it.

1. Julia laeta est. ____	Julia laeta non est. ____
2. Marcus iratus est. ____	Marcus iratus non est. ____
3. Julia irata est. ____	Julia irata non est. ____
4. Puer improbus est. ____	Puer improbus non est. ____
5. Puella proba est. ____	Puella proba non est. ____
6. Puella parva est. ____	Puella parva non est. ____

You will hear a question followed by the answer. Repeat the answer. The same question will be asked again. Supply the answer.

A.

1. Quis Juliam pulsat? Marcus Juliam pulsat. ____
   Quis Juliam pulsat? ____
2. Quam Julia vocat? Julia Aemiliam vocat. ____
   Quam Julia vocat? ____
3. Quem Aemilia pulsat? Aemilia Marcum pulsat. ____
   Quem Aemilia pulsat? ____
4. Quem Quintus vocat? Quintus Julium vocat. ____
   Quem Quintus vocat? ____
5. Quem audit Julius? ____ Julius Marcum audit. ____
   Quem audit Julius? ____

B.

1. Cur pater non venit? Quia pater dormit. ____ Cur pater non venit? ____
2. Cur mater Marcum pulsat? Quia Marcus puer improbus est. ____ Cur mater Marcum pulsat? ____
3. Cur Julia laeta non est? Quia Marcus plorat. ____ Cur Julia laeta non est? ____

You will hear a sentence. Pick out the word which receives the action. You will hear the word. Repeat it.

1. Marcus Juliam pulsat. ____ Juliam ____
2. Quintus Marcum videt. ____ Marcum ____
3. Julia Aemiliam vocat. ____ Aemiliam ____
4. Julia te vocat. ____ te ____
5. Marcus eam pulsat. ____ eam ____
6. Aemilia puerum pulsat. ____ puerum ____
7. Julius eum audit. ____ eum ____

Repeat each sentence.

1. Marcus plorat. ____
2. Puer, qui plorat, est Marcus. ____
3. Quintus ridet. ____
4. Puer, qui ridet, est Quintus. ____
5. Julius Marcum audit. ____
6. Puer, quem Julius audit, est Marcus. ____
7. Aemilia Marcum pulsat. ____
8. Puer, quem Aemilia pulsat, est Marcus. ____

English derivatives that should be taught in this capitulum include: scenic, personify, persona non grata, irate, cantor, incantation, cantata, pulsate, pulse, implore, vocation, vocative, interrogation, interrogate, respond, responsible, ridicule, risible, video, visible, audio, audible, auditory, dormitory, dormant, advent, venture.

Suggested cultural extension work related to this capitulum includes the showing of the filmstrip DUO AMICI (Britannica). Although the students will not be able at this point to comprehend the Latin captions, the class might be encouraged to guess their meaning with some help from the teacher.

Students should be invited to compare the story of Claudius and Vistus in the filmstrip with the story of Marcus and Quintus. Family life in antiquity should be compared with modern family life.

SUGGESTIONS ON CAPITULUM IV

In the initial oral presentation of this capitulum, proper use of visual cues and gestures is important. Holding up a picture of a money purse, the teacher should say, "Crumena Julii magna est." Hand motions can indicate the meaning of magna. The class should repeat the utterance several times. Then the teacher should say, "Julius crumenam magnam habet" and have the class repeat. Pointing to a picture of some coins will convey the sense of In crumena Julii pecunia est. Portions of this capitulum can be dramatized.

The following pattern practices and mimicry drills may be used after the oral presentation.

You will hear a question. Answer it affirmatively in the pause provided. You will then hear the correct answer. Repeat it.

1. Habetne crumenam magnam? ____ Crumenam magnam habet. ____
2. Suntne centum nummi in crumena? ____ Centum nummi in crumena sunt. ____
3. Numeratne Julius pecuniam rursus? ____ Julius pecuniam rursus numerat. ____
4. Vocatne Medus Davum? ____ Medus Davum vocat. ____
5. Salutatne servus Dominum? ____ Servus Dominum salutat. ____
6. Accusatne Medus Davum? ____ Medus Davum accusat. ____
7. Ponitne Julius unum nummum in crumena? ____ Julius unum nummum in crumena ponit. ____
8. Sumitne Davus crumenam suam? ____ Davus crumenam suam sumit. ____
9. Discedítne Julius? ____ Julius discedit. ____
10. Abestne Medus? ____ Medus abest. ____

You will be told in Latin to greet someone. Use Salve and the special form of the person's name or title used in direct address. You will hear the correct answer. Repeat it.

1. Saluta Medum. ____ Salve, Mede! ____
2. Saluta dominum. ____ Salve, domine! ____
3. Saluta Davum. ____ Salve, Davum! ____
4. Saluta servum. ____ Salve, serve! ____
5. Saluta bonum servum. ____ Salve, bone serve! ____
6. Saluta magnum dominum. ____ Salve, magne domine! ____

You will hear a Latin sentence. Rephrase it using ecce in the pause provided. You will hear the rephrased sentence. Repeat it.

1. Vide: hīc est crumena mea. ____ Ecce crumena mea. ____
2. Vide: hīc est pecunia mea. ____ Ecce pecunia mea. ____
3. Vide: hīc sunt multi nummi. ____ Ecce multi nummi. ____
4. Vide: hīc est servus. ____ Ecce servus ____
5. Vide: hīc est baculus. ____ Ecce baculus ____
6. Vide: hīc est mensa. ____ Ecce mensa. ____

Repeat each of the following commands in the pause provided.

1. Saluta dominum. ____
2. Discede, domine. ____
3. Impera, domine. ____
4. Pone in mensa. ____
5. Audi et tace. ____
6. Voca Davum. ____
7. Sume baculum. ____
8. Interroga servum. ____
9. Veni et audi. ____
10. Responde, domine. ____

Supply the answers to the following addition problems. The correct answer will be provided. Repeat it.

1. Unus et unus sunt ____. duo ____
2. Unus et duo sunt ____. tres____
3. Unus et tres sunt ____. quattuor ____
4. Unus et quattuor sunt ____. quinque ____
5. Unus et quinque sunt ____. sex ____
6. Unus et sex sunt ____. septem ____
7. Unus et septem sunt ____. octo ____
8. Unus et octo sunt ____. novem ____
9. Unus et novem sunt ____. decem ____

Change each of the following action words to the command form. The correct answer will be provided. Repeat it.

1. Numerat. ____ Numera. ____
2. Salutat. ____ Saluta. ____
3. Tacet. ____ Tace. ____
4. Accusat. ____ Accusa. ____
5. Ponit. ____ Pone. ____
6. Sumit. ____ Sume. ____
7. Discedit. ____ Discede. ____
8. Imperat. ____ Impera. ____
9. Paret. ____ Pare. ____
10. Audit. ____ Audi. ____
11. Videt. ____ Vide. ____

You will hear a sentence that says that someone or something is absent. Change the sentence to say that the person or thing is present. The correct answer will be heard. Repeat it.

1.	Ceteri nummi absunt. ____	Ceteri nummi adsunt. ____
2.	Servus abest. ____	Servus adest. ____
3.	Dominus abest. ____	Dominus adest. ____
4.	Pauci nummi absunt. ____	Pauci nummi adsunt. ____
5.	Mensa abest. ____	Mensa adest. ____
6.	Nulli nummi absunt. ____	Nulli nummi adsunt. ____
7.	Pecunia abest. ____	Pecunia adest. ____
8.	Verbum abest. ____	Verbum adest. ____
9.	Vocabulum abest. ____	Vocabulum adest. ____
10.	Centum nummi tantum absunt. ____	Centum nummi tantum adsunt. ____
11.	Crumena vacua abest. ____	Crumena vacua adest. ____
12.	Servus bonus abest. ____	Servus bonus adest. ____

English derivatives and cognates that should be taught in this capitulum include: mesa, quartet, sextet, quintuplets, decimate, enumerate, null, nullify, taciturn, tacit, sexennial, sexpartite, sext, sextans, sextant, sextillion, sextuple, sextant, sextet.

SUGGESTIONS ON CAPITULUM V

The oral presentation of the first portion of this capitulum might run as follows:

The teacher points to the villa and garden in the visual cue and says, "Ecce villa et hortus Julii." The class repeats it several times. The teacher goes on to say, "Villa ejus magna est et magnus est hortus ejus." The sense of magna and magnus may be conveyed with gestures. The teacher may wish to explain the meaning of ejus in Latin by saying, "Ejus significat Julii in hac sententia." The class should then repeat, "Villa ejus magna est et magnus est hortus ejus." The use of the map can help indicate the meaning of Villa Julii in Italia est. The students should repeat this sentence and those that follow it. Upon completing the first paragraph, the teacher may wish to ask simple questions such as the following:

Quid est? (pointing to the picture of the villa and the garden)

Estne villa magna?
Estne hortus magnus?
Ubi est villa Julii?
Suntne multae villae in Italia?
Suntne multi horti in Italia?
Quid est hortus Europae?

This type of questioning must be used frequently if the oral presentations of the capitula are to be meaningful.

The following pattern practices and mimicry drills will be useful after the oral presentation.

You will hear a Latin sentence. Rephrase it using ecce. You will hear the correct answer. Repeat it.

1. Vide: hīc est villa Julii. ____ Ecce villa Julii. ____
2. Vide: hīc est hortus Julii. ____ Ecce hortus Julii. ____
3. Vide: hīc est magna familia. ____ Ecce magna familia. ____
4. Vide: hīc est femina pulchra. ____ Ecce femina pulchra. ____
5. Vide: hīc est rosa in horto. ____ Ecce rosa in horto. ____
6. Vide: hīc est nasus pulcher. ____ Ecce nasus pulcher. ____
7. Vide: hīc est ostium parvum. ____ Ecce ostium parvum. ____
8. Vide: hīc est atrium magnum. ____ Ecce atrium magnum. ____
9. Vide: hīc est impluvium. ____ Ecce impluvium. ____
10. Vide: hic est peristylum. ____ Ecce peristylum. ____
11. Vide: hīc est fenestra. ____ Ecce fenestra. ____
12. Vide: hīc est cubiculum parvum. ____ Ecce cubiculum parvum. ____

Answer each question negatively. Listen to the correct answer and repeat it.

1. Habitatne puer in villa? ____ Puer in villa non habitat. ____
2. Habentne Julius et Aemilia tres filios? ____ Julius et Aemilia tres filios non habent. ____
3. Habetne multos servos? ____ Multos servos non habet. ____
4. Estne domina earum? ____ Domina earum non est. ____
5. Habitantne cum liberis? ____ Cum liberis non habitant. ____
6. Amatne filios? ____ Filios non amat. ____
7. Dormiuntne servi in cubiculis? ____ Servi in cubiculis non dormiunt. ____
8. Venitne Julia ex horto? ____ Julia ex horto non venit. ____
9. Delectantne verba Marci Juliam? ____ Verba Marci Juliam non delectant.

Change the accusative forms in each sentence to the plural. You will hear the changed sentence. Repeat it.

1. Filium amat. ____ Filios amat. ____
2. Servum amat. ____ Servos amat. ____
3. Puerum amat. ____ Pueros amat. ____
4. Filiam amat. ____ Filias amat. ____
5. Feminam amat. ____ Feminas amat. ____
6. Ancillam amat. ____ Ancillas amat. ____
7. Rosam amat. ____ Rosas amat. ____
8. Cubiculum amat. ____ Cubicula amat. ____
9. Ostium amat. ____ Ostia amat. ____
10. Lilium amat. ____ Lilia amat. ____

Echo each brief sentence.

1. In horto est. ____
2. In hortis est. ____
3. Ex villa venit. ____
4. Ex villis venit. ____
5. Cum lilio est. ____
6. Cum liliis est. ____
7. Ab puero discedit. ____
8. Ab pueris discedit. ____

Change each imperative from singular to plural. Listen to the correct answer and repeat it.

1. Juliam voca. ____ Juliam vocate. ____
2. Vide hortum. ____ Videte hortum. ____
3. Discede ab oppidis. ____ Discedite ab oppidis. ____
4. Veni ex horto. ____ Venite ex horto. ____
5. Sume pecuniam. ____ Sumite pecuniam. ____
6. Dormi! ____ Dormite! ____
7. Audi! ____ Audite! ____

Change both the subject and the verb to the plural. Listen to the correct answer and repeat it.

1. Puella cantat. ____	Puellae cantant. ____
2. Puer ridet. ____	Pueri rident. ____
3. Femina discedit. ____	Feminae discedunt. ____
4. Servus dormit. ____	Servi dormiunt. ____
5. Is audit. ____	Ii audiunt. ____
6. Familia vocat. ____	Familiae vocant. ____
7. Puer tacet. ____	Pueri tacent. ____
8. Vir ululat. ____	Viri ululant. ____

Replace the genitive plural form with eorum or earum. Listen for the correct answer and repeat it.

1. Julius dominus servorum est. ____	Julius dominus eorum est. ____
2. Aemilia domina ancillarum est. ____	Aemilia domina earum est. ____
3. Villa puerorum est. ____	Villa eorum est. ____
4. Rosa feminarum est. ____	Rosa earum est. ____
5. Fenestrae villarum sunt. ____	Fenestrae earum sunt. ____
6. Cubiculum virorum est. ____	Cubiculum eorum est. ____

Change the word that comes after in, cum, ex, or ab to the plural. Listen to the correct answer and repeat it.

1. In villa habitat. ____	In villis habitat. ____
2. Cum puero habitat. ____	Cum pueris habitat. ____
3. Cum ancilla est. ____	Cum ancillis est. ____
4. Ab villa discedit. ____	Ab villis discedit. ____
5. Ab puero discedit. ____	Ab pueris discedit. ____
6. Ex horto venit. ____	Ex hortis venit. ____
7. Ex eo venit. ____	Ex eis (iis) venit. ____

The HISTORICAL RECONSTRUCTIONS OF POMPEII and the filmstrip ARCHITECTURA ROMANA should be utilized in the discussion of Roman houses. The teacher should encourage pupils to compare and contrast these houses with houses of various kinds in Philadelphia.

English derivatives and cognates for this capitulum include: horticulture, pulchritude, defenestrate, fenestration, aquaferous, aqueous, habitation, habitat, solitude, solipsistic, soliloquy, id.

SUGGESTIONS ON CAPITULUM VI

Since it is unlikely that the classroom map of the Roman Empire will be large or detailed enough to depict the major roads in Italy, have the map on p. 56 sketched on the chalkboard. Construction of this map on hardboard, in color, and in three dimensions might be a good group project.

The dialogue between Medus and Lydia at the end of the reading lends itself to role-playing and dramatization.

The "place where," "place from," and "place to" constructions found in this capitulum present difficulties for many students. Plenty of practice will be needed. Drills using the visual cues and the chalkboard may be helpful. For example, label a panel of the chalkboard "Tusculum." Then using the cue card for Cornelius and others, ask questions like, "Ubi est Cornelius? Quo it Cornelius? Unde venit Cornelius?" changing the position of the cue card appropriately.

The following active to passive pattern practice may be useful. Others may be developed along the lines of the patterns given in the Grammatica Latina in this capitulum.

1. Mēdus Dāvum vocat.
2. Mēdus dominum salutat.
3. Dāvus crumenam in mēnsā pōnit.
4. Dāvus crumēnam sūmit.
5. Mārcus Iūliam pulsat.
6. Iūlius Quīntum audit.
7. Aemilia Quīntum interrogat.
8. Syrus et Lēander saccōs portant.
9. Dāvus et Ursus Iūlium (in) sellā vehunt.
10. Dominus servōs baculō pulsat.
11. Equus Iūlium pulsat.
12. Equus Iūlium vehit.
13. Mēdus Lydiam amat.

Derivatives and cognates that should be taught in this capitulum include: via, viaduct, numeral, amicable, inimical, equine, equestrian, malfunction, malediction, deport, somnambulist, perambulator, post hoc ergo propter hoc fallacy, ante bellum, Quo vadis?

SUGGESTIONS ON CAPITULUM VII

The following Latin questions may be useful in the oral presentation of this capitulum or for written work.

Quaestiones:

1. Quem filii Aemiliae ante ostium exspectant?
2. Cur Aemilia non laeta est?
3. Ubi est Iulia?
4. Cuius nasus tam formosus est quam nasus Iuliae?
5. Quid Iulius in saccis, quos servi portant, habet?
6. Quibus Iulius osculum dat?
7. Cur Iulia non iam lacrimat?
8. Quocum Marcus in hortum currit?
9. Quibus Iulius mala et pira dat?
10. Estne Syra formosa?
11. Datne Iulius ancillis et servis equos?
12. Quae ad cubiculum Iuliae it? Cur?

The following Roga et Responde exercise on interrogative pronouns may also be useful. The interrogative should be inserted in the question and then the question answered.

1. _____ Iulium exspectant? _____
2. _____ Iulius in saccis habet? _____
3. _____ Iulius mala dat? _____
4. _____ Iulius oscula dat? _____
5. _____ Aemilia amat? _____
6. _____ Iulia est? _____
7. _____ nasus foedus est? _____
8. _____ pater est Iulius? _____
9. _____ Iulius salutatur? _____
10. _____ est in saccis? _____
11. _____ Iulius habitat? _____
12. _____ in cubiculo lacrimat? _____
13. _____ nasus tam formosus quam malum est? _____
14. _____ Iulius osculum dat? _____
15. _____ sacci portantur? _____
16. _____ Aemilia amat? _____
17. _____ mala et pira habent? _____

Derivatives and cognates that should be taught in this capitulum include: ocular, oculist, lacrimal, lachrymose, Formosa, plenary, tenacious, tenet, aperture, detergent, osculate, invert, revert.

SUGGESTIONS ON CAPITULUM VIII

In connection with this capitulum the teacher may wish to discuss in class the matter of the role of women in classical antiquity. The pupils might even be invited to do research on this topic. The teacher might see in this connection Kathleen Berman's article "A Basic Outline for Teaching Women in Antiquity" in THE CLASSICAL WORLD (Vol. 67 February, 1974, pp. 213-220). Copies of this article are available through the Division of Foreign Languages Education.

The following Latin questions may be useful in the oral presentation and/or reading.

1. Quis est Albinus?
2. Quae vendit Albinus in sua taberna?
3. Qui ante tabernam consistunt?
4. Quid Lydiam delectat?
5. Estne Medus pecuniosus?
6. Cur lacrimat Lydia?
7. Nonne Medus anulum emit?

The proper forms of hic or ille should be inserted in the following sentences.

1. H____ taberna est Albini
2. Albinus est tabernarius h____ tabernae.
3. Lydia h____ anulum videt.
4. Amica h____ servo osculum dat.
5. In h____ taberna sunt gemmae et anuli.
6. Tabernarii h____ tabernarum ornamenta bona non vendunt.
7. Pretium h____ ornamentorum nimis magnum est.
8. Lydia et Medus ante h____ tabernam consistunt.
9. Sunt multae tabernae in h____ viis.
10. Medus i____ feminae anulum dat.
11. Aemilia ab i____ viro amatur.
12. Lydia i____ anulum gemmatum amat.
13. I____ anulus Lydiam delectat.
14. I____ ornamentum pulchrum est.
15. Viri i____ feminarum pecuniosi sunt.
16. Medus ab i____ taberna abit.
17. Dominus i____ servi Iulius est.
18. I____ anuli sine gemmis pulchri non sunt.
19. Albinus i____ ornamentum nonaginta sertertiis vendit.

English derivatives and cognates that should be taught in Capitulum VIII include: linotype, pecuniary, impecunious, nonagenarian, vendor, ornate, monstrance, ostentatious, sate, medial, gemmated, gemmule.

SUGGESTIONS ON CAPITULUM IX

Depending on their age level and sophistication, students may enjoy playing the roles of the oves, canis, and pastor while the Latin text is being read.

The following Latin questions may be useful.

1. Quis est vir cum baculo et cane?
2. Quot oves habet hic vir?
3. Quid est cibus ovium?
4. Quid est cibus pastoris et canis?
5. Quid lucet in caelo?
6. Cur pastor et oves et canis umbram petunt?
7. Ubi est umbra?
8. Cur ovis nigra umbram petit?
9. Cur ovis nigra lupum in silva non timet?
10. Quis latrat? Quis ululat?
11. Cur pastor non iam dormit?
12. Quo modo canis ovem reperit?
13. Quomodo pastor ovem nigram ad ceteras oves portat?
14. Ubi dormit pastor quum fessus est?
15. Quo it lupus quia canis ad eum accurrit?
16. Ubi sunt vestigia lupi?
17. Quid est color caeli?
18. Quid est color montium?

The following completion exercise may be useful.

1. Pastor et _____ oves albae et una _____ nigra _____ _____ sunt.
2. Cibus ovium _____ est.
3. Cibus canis _____ est.
4. Sol in _____ _____ _____.
5. Umbra _____ _____ parva est quia arbor _____ est.
6. Ovis nigra _____ in silva petit.
7. In terrā _____ lupi sunt.
8. Canis pastorem ad ovem nigram _____.

English derivatives and cognates that should be taught in this capitulum include: campus, pastoral, canine, Canis familiaris, herbivorous, Arbor Day, sylvan, lupine, solarium, celestial, dentifrice, albino, cerulean, ululation, ipse dixit, v. supra, subterranean.

SUGGESTIONS ON CAPITULUM X

In connection with this chapter the teacher may want to discuss with the pupils the system of binomial nomenclature invented by the Swedish scientist Carolus Linnaeus in the 18th Century for the naming of plants and animals. Pupils who have studied biology may know something about this system. The following points may be made or elicited.

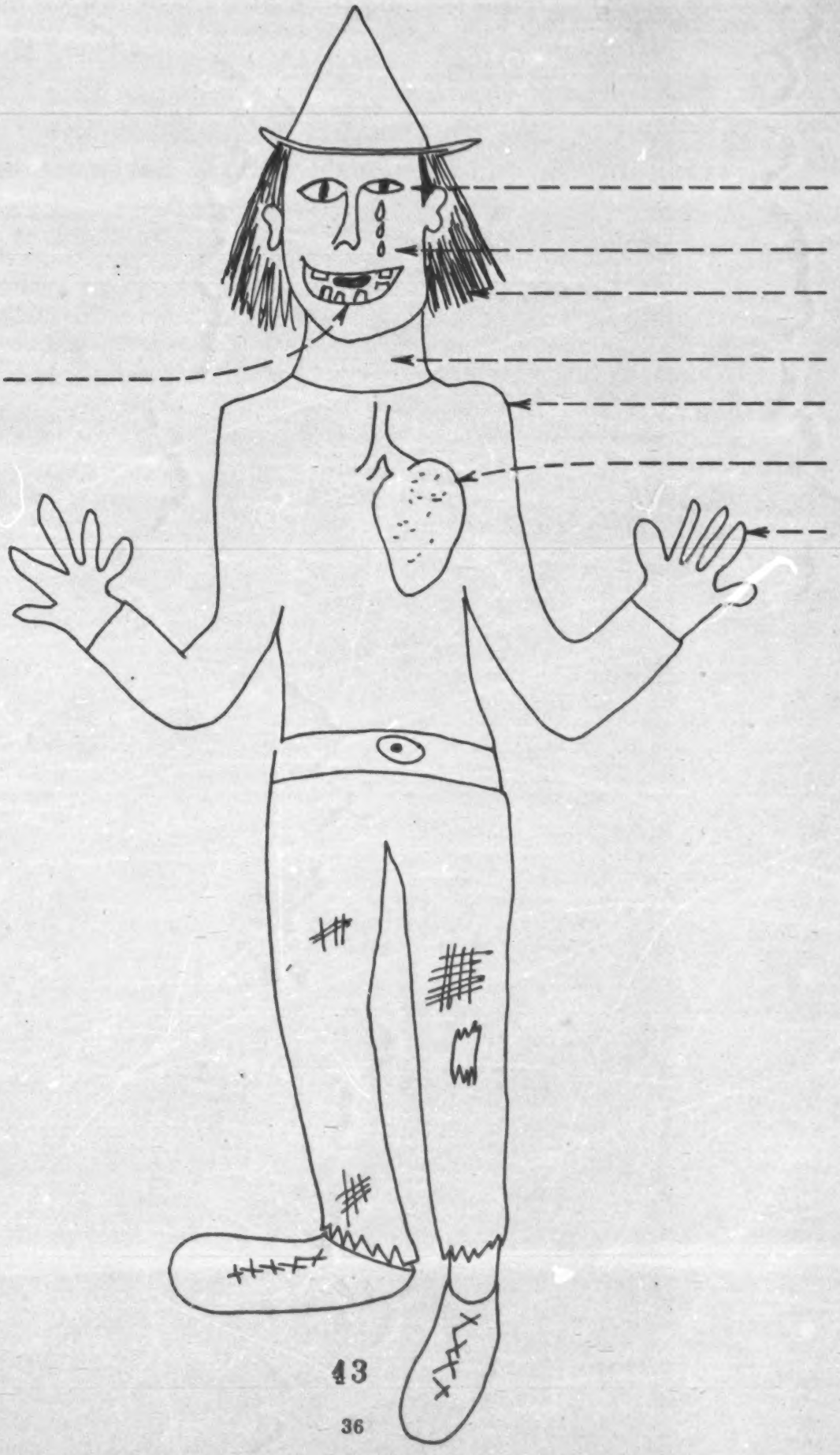
1. Linnaeus wrote two important books in Latin on this subject viz., SYSTEMA NATURA and SPECIES PLANTARUM. In these books he proposed assigning every plant and animal a scientific, Latin name according to its genus and species. This system is used today throughout the world.
2. In writing in Latin, Linnaeus followed the custom of scientists of his day. Latin was the international language of science through the Renaissance and well into modern times.
3. The binomial nomenclature system Linnaeus invented has many advantages. It is precise and unambiguous. It shows the relationship between species.
4. Examples of the names used are:

cat	- Felis domestica
lion	- Felis leo
dog	- Canis familiaris
man	- Homo sapiens
a type of oak tree	- Quercus alba

Pupils may wish to find other examples. Generally, the scientific names are available in good dictionaries by looking under the common name of the animal or plant. Pupils may enjoy finding, drawing pictures of the species found, and constructing charts with these pictures.

The drawing on the next page may be duplicated and distributed to the students. Pupils should be asked to insert the names of the parts of the body they have learned in Latin. A modification of this drawing may be used with Capitulum XI after the pupils have learned the names of more parts of the body.

English derivatives and cognates that should be taught in this capitulum include: bestial, leonine, aquiline, caudal, coda, Homo sapiens, ferocious, aviary, aviation, aviatrix, piscatorium, Pisces, piscivorous, aeronautics, aerodynamics, pedestrian, deify, mare, maritime, pulmonary, ramification, mortuary, tenuous, natator, expire, occult, canto, vivify.



43

MODEL LESSON PLANS FOR CAPITULA I - IV OF VOLUMEN I

The model lesson plans given here are in no sense intended as a syllabus. Rather, they indicate one good, classroom-tested approach to the first four chapters of LINGUA LATINA, Volumen I. It is hoped that these model plans will provide guidance for teachers who are inexperienced in the classroom utilization of the Nature Method course. Also it is hoped that the model plans will stimulate creative thinking on the part of veteran teachers of the Nature Method course and provide them with convenient drill materials beyond those available in Volumen I and in Hans Oerberg's EXERCITIA LATINA.

Each lesson plan is conceived of as a 40-minute segment of instruction for an average class. The suggested objectives for each lesson are given as well as suggested learning activities. Beside each lesson plan number, the line numbers from LINGUA LATINA, Volumen I are given to which the lesson plan refers.

LESSON PLAN 1 (Lines 1-11, Capitulum I)

Objectives:

1. To begin the teaching of Latin pronunciation.
2. To familiarize students with the map of the Roman Empire and specifically the locations of Roma, Italia, Gallia, Hispania, Graecia, Europa, Asia, Africa, Syria, Arabia, and Aegyptus.
3. To teach the use of est/sunt.

Activities:

1. Display a large map of the Roman Empire. Point to the various places on the map - Roma, Europa, Hispania, Aegyptus, etc. —and pronounce these words distinctly. Have the students echo these words, first as a group, and then individually. The teacher will then make a Latin statement, "Roma est in Italia." Again, the class will echo. The teacher will make additional statements using est and still other statements using sunt. Following these, the teacher will make additional statements incorporating non est and non sunt.

   Hispania et Gallia sunt in Europa.
   Roma non est in Graecia.
   Syria et Arabia non sunt in Africa.

   Each statement should be echoed by the class and then by individual students.
2. Open the text and begin to read. Again, each sentence should be echoed.
3. The word quoque may cause immediate difficulty, but the meaning can be made clear by reading in close succession the two statements:

   Hispania in Europa est; Graecia quoque in Europa est.

4. When the first two paragraphs (lines 1-11) have been read, do not translate. The following simple oral exercises can be used to ensure that the students have grasped the function of est/sunt, non est/non sunt.

Exercise I (est/sunt)

1. Arabia in Asia _____.
2. Arabia in Africa non _____.
3. Syria quoque in Asia. _____.
4. Syria et Arabia in Asia _____.
5. Gallia in Asia non _____.
6. Gallia et Italia et Hispania in Europa _____.
7. Graecia quoque in Europa _____.
8. Italia in Europa _____.
9. Hispania in Africa _____.
10. Italia et Hispania in Europa _____.

Exercise II (est/non est; sunt/non sunt)

1. Roma in Africa _____.
2. Gallia in Europa _____.
3. Aegyptus in Africa _____.
4. Hispania in Asia _____.
5. Arabia in Europa _____.
6. Aegyptus et Syria in Asia _____.
7. Arabia in Africa _____.
8. Syria in Africa _____.
9. Graecia in Asia _____.
10. Italia et Gallia in Europa _____.

Note: To emphasize the function of the word sed, extend all of the above sentences which are completed by non est or non sunt, e.g., Hispania in Asia non est, sed in Europa.

LESSON PLAN 2 (Lines 12-17, Capitulum I)

Objectives:

1. To review briefly the map work of the previous lesson.
2. To review the use of est/sunt.
3. To expand the mapwork to include the location of Germania.
4. To teach two ways of asking questions in Latin:
   a. -ne (= ?) type question.
   b. question word introduces the question (e.g., Ubi).

Activities:

1. With the large map of the Roman Empire displayed before the class repeat some or all of the oral exercises of the previous lesson. Introduce the new word Germania and point out its location on the map.
2. Introduce the students to the -ne type question by presenting such a question orally, properly intoning the voice.

   Estne Roma in Italia?

   Proceed to answer the question immediately.

   Roma est in Italia.

   Repeat both question and answer a few times. Present another question and answer to the class.

   Estne Hispania in Europa?
   Hispania est in Europa.

   Write both questions and both answers on the chalkboard. Underline heavily the -ne and write above it =?

   Construct a question or two that require a non in the answer.

   Estne Graecia in Asia?
   Graecia non est in Asia.
3. Using the map, ask an Ubi type question of the class. Speak and act out the answer by pointing out the location.

   Ubi est Roma?
   Roma est in Italia.

   Repeat procedure using other locations.
4. Open and read text (lines 1-17). Have students echo after each sentence.

5. Proceed to drill students by asking the following questions:

Exercise I

1. Ubi est Roma?
2. Ubi est Germania?
3. Ubi est Syria?
4. Estne Aegyptus in Europa?
5. Estne Graecia in Europa?
6. Estne Roma in Asia?
7. Ubi est Graecia?
8. Estne Italia in Africa?
9. Estne Gallia in Europa?
10. Ubi est Arabia?
11. Ubi est Aegyptus?
12. Estne Germania in Asia?

LESSON PLAN 3 (Lines 18-39, Capitulum I)

Objectives:

1. To review the two types of questions presented in Lesson Plan 2.
2. To teach three kinds of nouns and their differences in singular and plural forms -us/-i, -a/-ae, -um/-a.
3. To teach the agreement of an adjective with the noun it modifies.

Activities:

1. Show the map of the Roman Empire to the class and introduce the new proper names. As each new word is introduced and pointed out on the map, take the opportunity at this point to review the two types of questions introduced in Lesson Plan 2.

Corsica est.
Estne Corsica in Asia?
Corsica non est in Asia.
Nilus est.
Ubi est Nilus?
Nilus in Africa est.
Tusculum est.
Ubi est Tusculum?
Tusculum in Italia est.

2. Write on the chalkboard the singular and plural forms of all the nouns introduced at this point.

singularis	pluralis
fluvius	fluvii
oceanus	oceani
insula	insulae
oppidum	oppida
imperium	imperia

3. Have the class repeat the following pattern practice.

1. Insula est.	Insulae sunt.
2. Fluvius est.	Fluvii sunt.
3. Oceanus est.	Oceani sunt.
4. Oppidum est.	Oppida sunt.
5. Corsica insula est.	Corsica et Sardinia insulae sunt.
6. Nilus fluvius est.	Nilus et Rhenus fluvii sunt.
7. Brundisium oppidum est.	Brundisium et Tusculum oppida sunt.
8. Syria in Asia est.	Syria et Arabia in Asia sunt.
9. Ubi est Italia?	Ubi sunt Italia et Hispania?

4. Have the class complete the following sentences orally.

1. Roma in Italia _____.
2. Danuvius et Rhenus _____.
3. Estne Corsica _____? (answer desired insula)
4. Tusculum et Brundisium _____ sunt.
5. Gallia et Germania in Europa _____.
6. Sardinia _____ est.
7. Ubi _____ Roma et Brundisium?
8. Rubico est _____.
9. Sicilia et Sardinia _____.
10. Atlanticus non est fluvius sed _____.

5. On the chalkboard write all the singular and plural forms of the two adjectives magnus and parvus.

sing.	pl.	sing.	pl.
magnus	magni	parvus	parvi
magna	magnae	parva	parvae
magnum	magna	parvum	parva

Have the singular and plural forms of the four nouns on the chalkboard also. Now moving from the nouns to the adjectives and pointing to specific forms speak out the following pattern practices. Have students echo. Repeat as often as is necessary.

Fluvius magnus est.	Fluvii magni sunt.
Oceanus magnus est.	Oceani magni sunt.
Insula parva est.	Insulae parvae sunt.
Oppidum magnum est.	Oppida magna sunt.

Now, while the teacher is pointing to a noun have individual students complete the statement with a proper verb and adjective form.

1. Fluvius _____.
2. Oppidum _____.
3. Insulae _____.
4. Fluvii _____.
5. Oppida _____.
6. Oceanus _____.
7. Insula _____.
8. Oceani _____.

6. By adding proper nouns to the above sentences, create additional pattern practices and then have the students echo. Repeat as often as necessary.

Nilus fluvius magnus est.	Nilus et Rhenus fluvii magni sunt.
Sicilia insula magna est.	Sicilia et Corsica insulae magnae sunt.
Delphi oppidum parvum est.	Delphi et Tusculum oppida parva sunt.

7. Now have individual students complete the following with a noun, adjective and verb form.

Brundisium _____ _____ _____ .
Tusculum et Delphi _____ _____ _____ .
Rhenus _____ _____ _____ .
Corsica et Sardinia _____ _____ _____ .
Danuvius et Nilus _____ _____ _____ .
Melita _____ _____ _____ .
Tiberis _____ _____ _____ .

8. Read lines 18-39 and have students echo.

9. Have the pupils copy and complete the following sentences.

1. Nilus est _____ in Africa.
2. Brundisium _____ oppidum est.
3. Ubi _____ Sparta et Delphi?
4. _____ Roma in Italia?
5. Melita parva _____ est.
6. Rhenus non est _____ magnus, sed _____ _____ .
7. _____ est Sparta?
8. Oceanus Atlanticus est _____ .
9. Rubico et Tiberis _____ _____ _____ in Italia.
10. Sicilia est _____ _____ .
11. Sparta et Delphi _____ sunt. Tusculum quoque _____ _____ .
12. Arabia et Syria in Asia _____ .
13. Hispania _____ _____ non est, sed _____ _____ .
14. Brundisium et Sparta magna _____ _____ , sed Tusculum _____ _____ est.
15. _____ sunt Graecia et Italia?

LESSON PLAN 4 (Lines 40-71, Capitulum I)

Objectives:

1. To review the locations on the map of all proper nouns introduced to this point. To teach the locations of additional places.
2. To review singulars and plurals of nouns, adjectives.
3. To review est/sunt.
4. To teach the new adjectives multi, pauci, Graecus, Romanus.
5. To expand on the -ne type question to go beyond its use with Est(ne).
6. To review questions.
7. To teach the Num type question and the question word Quid.

Activities:

1. Show the map of the Roman Empire to the class and introduce the new proper nouns. For the Greek proper nouns display a map of Greece. Again, take the opportunity at this time to review the two types of questions (Est)ne, Ubi.

   Ubi sunt Sparta et Delphi?
   Estne Rhenus in Europa?
   Ubi sunt Creta et Rhodus?

2. To expand further the -ne type question beyond its use with Est(ne), present the following pattern practices to the class:

   1. Suntne Gallia et Italia in Europa?
      (Answer the question immediately.)
      Gallia et Italia sunt in Europa.
   2. Suntne Corsica et Sardinia magnae insulae?
      Corsica et Sardinia magnae insulae sunt.
   3. Suntne Rhenus et Tiberis in Africa?
      Rhenus et Tiberis in Africa non sunt, sed in Europa.

3. Write the new adjectives on the chalkboard and stress the changing endings (Graecus, Romanus, multi, pauci).
4. Introduce the class to the Num type question. State that Num is equivalent to -ne when this type of question has non in the answer. This point, however, is probably best explained by setting up an English question of this type (rhetorical) and then presenting the answer.

   Rome is not in Greece, is it? Num Roma in Graecia est?
   Rome is not in Greece. (It is not.) Roma non in Graecia est.

A rhetorical question is used to draw out an answer (already known) by the questioner to emphasize a point whether that question be answered or not. Num introduces a rhetorical question when the answer obviously is a negative.

Num Italia oppidum est?
Num Corsica insula parva?
Num Atlanticus fluvius est?

5. Introduce the question word Quid. Its meaning is best understood by its use when introducing a question followed immediately by the answer.

Quid est Rhenus?	Rhenus est fluvius.
Quid est Sardinia?	Sardinia est insula.

Quid may also be introduced by pointing out on the map.

The Atlantic Ocean and asking, Quid est?	Atlanticus Oceanus est.
The Italian peninsula and asking, Quid est?	Italia est.

6. Read text lines 40-71 and have the students echo.

7. Have the pupils answer the following questions either orally or in writing. (Answers appear in parentheses.)

1. Num Roma in Graecia est? (Roma non in Graecia est.)
2. Ubi est Roma? (Roma in Italia est.)
3. Quid est Melita? (Melita insula est.)
4. Estne Hispania in Europa? (Hispania est in Europa.)
5. Suntne Sardinia et Corsica parvae insulae? (Sardinia et Corsica parvae insulae non sunt.)
6. Suntne multi fluvii in Europa? (Multi fluvii in Europa sunt.)
7. Num in Arabia multa oppida sunt? (In Arabia non multa oppida sunt.)
8. Ubi sunt Italia et Gallia? (Italia et Gallia in Europa sunt.)
9. Estne Rhodus in Graecia? (Rhodus est in Graecia.)
10. Num Creta oppidum est? (Creta non oppidum est.)

LESSON PLAN 5 (Lines 1-71, Capitulum I)

Objective:

To introduce the following derivatives from recently learned lexical items: oceanic, insular, peninsula, magnify, magnanimous, magnum opus, magnitude, magnificent, insulation, insulin, paucity, multicolored, multimillionaire, multiply, multilateral, multispeed, multidentate.

Activities:

1. Tell the pupils that today they are going to talk about English words derived from recently learned Latin words. Have the pupils say each derivative several times. Have them try to connect it to a Latin root and to explain the meaning of the word in terms of the root. Elicit as much information as possible from the pupils. Supply information where necessary. Construct the following chart on the chalkboard. Be sure that the pupils have learned to say each derivative before letting them read it from the chalkboard.

English derivative	Latin root	Meaning of English derivative
oceanic	oceanus	pertaining to the sea
insulation	insula	separation or covering to prevent transfer of heat, etc.
insular	insula	pertaining to an island
insulin	insula	hormone produced in the islands of the pancreas
peninsula	insula	a body of land that is almost an island
magnify	magnus	to make larger
magnanimous	magnus	great-souled, high-minded
magnum opus	magnus	a great work
magnitude	magnus	size
magnificent	magnus	splendid, fine, great
paucity	pauci	fewness
multicolored	multi	many-colored
multimillionaire	multi	a millionaire many times over
multiply	multi	to make many

multilateral	multi	many-sided
multispeed	multi	having many speeds
multidentate	multi	having many teeth

2. Have the students explain each of the following sentences:
   a. An oceanic vessel is generally large.
   b. Insulation prevents heat loss.
   c. The Malagasy Republic is an insular nation in Africa.
   d. Diabetics need insulin.
   e. Cape May is a peninsula.
   f. People sometimes magnify their problems.
   g. The students and the teachers in this school are magnanimous.
   h. The book was a magnum opus.
   i. The teacher described the magnitude of the problem.
   j. There is a paucity of bicycles in Philadelphia.
   k. The multicolored shell was stolen.
   l. Nelson Rockefeller is a multimillionaire.
   m. People sometimes multiply their problems.
   n. The Israeli-Arab negotiations are multilateral.
   o. Joseph bought a multispeed stereo turntable.
   p. Cats are multidentate.

3. Have pupils copy the derivative chart into their notebooks.

4. Have the pupils construct their own sentences using the derivatives. This may be done orally or in writing. If it is done in writing be sure the sentences are checked for correctness of usage.

LESSON PLAN 6 (Capitulum I)

Objective:

To give the pupils greater appreciation of the scope and variety of the Roman Empire.

Activities:

1. Show the filmstrip IMPERIUM ROMANUM from the Encyclopaedia Britannica Latin instructional system ARTES LATINAE. While you may wish to have the pupils read some of the Latin captions after you phrase by phrase, make no attempt to have the pupils understand these captions in toto. Have the pupils comment on some of the frames. Provide oral commentary in English on each frame based on the Latin text.

2. Have the following questions discussed either orally or in writing.
   a. What were the boundaries of the Roman Empire?
   b. What modern countries were included within the Empire?
   c. What are some Roman influences still evident in these countries?
   d. How did Roman influence move beyond these countries to affect virtually the whole word?
   e. What importance did the Mediterranean Sea have in the life of the Empire?

LESSON PLAN 7 (Lines 72-99, Capitulum I, Grammatica Latina)

Objectives:

1. To review and to teach additional words in their singular and plural forms.

nouns		adjectives
littera	litterae	Latinus, -a, -um
numerus	numeri	primus, -a, -um
vocabulum	vocabula	secundus, -a, -um
		tertius, -a, -um

2. To review all types of questions.

Activities:

1. Slowly read the entire Grammatica Latina (pages 4, 5, 6, and 7). Have students echo. Use this section as a reading practice and comprehension exercise. The meanings of the new words should be self-evident.

2. Assign the following exercise for classwork and/or homework. Have pupils fill in the blanks or respond to the questions.

1. Roma in Ital_____ est.
2. Nilus fluvi_____ est.
3. Corsica insul _____ est.
4. Gallia et Hispania in Europa_____ .
5. Nilus et Danuvius _____ sunt.
6. Corsica et Melita insulae_____ .
7. _____ est Brundisium?
8. Brundisium_____ est.
9. Est_____ Melita parva?
10. _____ Melita magna est?
11. Nilus fluvius parvus non est, _____ fluvius magnus.
12. Rhenus_____ fluvius est.
13. Ubi est Hispania?
14. Quid est Sardinia?
15. Estne Rubico fluvius magnus?
16. Num Aegyptus in Europa est?

LESSON PLAN 8 (Lines 100–133, Capitulum I)

Objective:

To review words in singular and plural forms.

Activities:

1. Slowly read through the entire section Singularis et pluralis. Have students echo. Use this section as a reading practice and comprehension exercise. Prior to the reading, list all the singular and plural endings on the chalkboard.

2. Review homework and/or classwork assigned previous class.

LESSON PLAN 9 (Capitulum I)

Objective:

To introduce the following derivatives from recently learned lexical items: literate, literal, literature, numeral, unilateral, unicycle, duet, duel, dual, tricolor, trilingual, trilogy, prime, primer, prima donna, prima facie, tertiary, plurality, pluralism, exemplify, e.g.

Activities:

1. Approach the following chart in the same way (as in Lesson Plan 5.)

English derivative	Latin root	Meaning of English derivative
literate	littera	able to read and write
literal	littera	in accordance with the strict meaning of words
literature	littera	writings of a permanent and universal nature
numeral	numerus	a number
unilateral	unus	one-sided
unicycle	unus	a one-wheeled vehicle
duet	duo	a composition for two people singing or performing together
duel	duo	combat between 2 persons
dual	duo	of or pertaining to two
tricolor	tres	having 3 colors
trilingual	tres	knowing 3 languages or in 3 languages
trilogy	tres	a series or group of 3 related dramas, operas, novels, etc.
prime	primus	first
primer	primus	the first book for reading or another subject
prima donna	primus	principal female singer of an operatic company
prima facie	primus	at first appearance

tertiary	tertius	third
plurality	pluralis	the excess of votes received by the leading candidate over those received by the next candidate
pluralism	pluralis	a system that recognizes more than one ultimate principle
exemplify	exemplum	to furnish or serve as an example
e.g. (exempli gratia)	exemplum	for the sake of example

2. Have the students explain each of the following sentences.

   a. There are many literate students in The School District of Philadelphia.
   b. Not all laws allow a literal interpretation.
   c. Horace and Vergil wrote great literature.
   d. We sometimes use Roman numerals.
   e. Rhodesia became independent from Great Britain through a unilateral declaration of independence.
   f. Very few people ride unicycles.
   g. Karen and Richard Carpenter sing duets.
   h. Duels are not too common in modern times.
   i. Some automobiles have a dual exhaust system.
   j. The flags of many new African countries are tricolor.
   k. A person knowing Swahili, Latin, and Greek would be trilingual.
   l. Aeschylus wrote a famous trilogy.
   m. The Prime Minister of Canada is the head of the government.
   n. Elementary school pupils use primers.
   o. It takes great talent to be a prima donna.
   p. Prima facie evidence is used to indict people for crimes.
   q. The geologist studied the tertiary layer of rocks.
   r. The candidate won by a plurality rather than by a majority.
   s. In America there is pluralism in religious matters.
   t. The student exemplified good manners.
   u. The boy admired rock stars, e.g., Mick Jagger.

3. Have the pupils copy the derivative chart into their notebooks.

4. Have the pupils construct their own sentences using the derivatives. This may be done either orally or in writing.

LESSON PLAN 10 (Capitulum I)

Objective:

To test student comprehension of all material taught in Capitulum I.

Activity:

Have pupils complete Pensa A, B, and C (pp. 7, 8, 9). Have pupils explain the meanings and etymologies of five selected derivatives covered in the capitulum. Select one cultural question in English, perhaps one taken from those given in Lesson Plan 6. This material may be marked as a test. Correct answers should be discussed at some future class meeting so that pupils can profit from any errors they made.

LESSON PLAN 11 (Lines 1-9, Capitulum II)

Objective:

To introduce the students to the five members of a Roman family and to teach the new nouns vir, femina, puer, and puella and their plurals.

Activities:

1. Use a visual cue card of a Roman family or other drawings to introduce each member of the family. Point to each member in turn and pronounce the name. Class should echo. Then introduce the four new words in the same fashion.

(pointing to Julius)	- Julius est.	echo
(pointing to Aemilia)	- Aemilia est.	echo
etc.		
(pointing to Julius)	- Julius est vir.	echo
(pointing to Aemilia)	- Aemilia est femina.	echo
etc.		

2. Point to students in the class and make statements about them.

Robertus puer est.	
Patricia puella est.	
Estne Marcus vir?	Marcus non est vir, puer est.
Num Patricia femina?	Patricia non femina est, sed puella.
Suntne Marcus et Robertus puellae?	Marcus et Robertus puellae non sunt, sunt pueri.

3. Additional pattern practice in singulars and plurals.

Marcus puer est.	Marcus et Quintus pueri sunt.
Patricia puella est.	Patricia et Maria puellae sunt.
Aemilia femina est.	Aemilia et Delia feminae sunt.
Julius vir est.	Julius et Mr._____ viri sunt.
Marcus puer parvus est.	Marcus et Quintus pueri parvi sunt.

4. Read lines 1-9 and have students echo.

5. Have the pupils complete the following utterances either in writing or orally.

1. Medus vir Romanus est. Julia _____.
2. Num Aemilia puella est? _____.
3. Suntne Marcus et Quintus viri Romani? _____.
4. Julius et Medus non pueri, sed _____.
5. Estne Julia magna? _____.
6. Estne Julius vir Graecus? _____.
7. Julia puella Romana est. Marcus et Quintus _____.
8. Num Medus puer est? _____.
9. Delia et Aemilia non viri, sed _____.
10. Julius vir Romanus est. Aemilia _____.
11. Estne Aemilia femina Graeca? _____.
12. Num Delia puella est? _____.
13. Marcus et Quintus pueri parvi sunt. Julia _____.

LESSON PLAN 12 (Lines 1-17, Capitulum II)

Objectives:

1. To teach the students four new nouns: pater, mater, filius, and filia.
2. To teach the genitive case singular of -us and -a nouns.

Activities:

1. Draw a family tree on the chalkboard. Using the visual cue of the Roman family, point to Julius and say, "Julius est pater." Repeat, and then have the class echo while pointing (teacher) to Julius and pater on the diagram of the family tree on the board. Follow this procedure to introduce the words mater, filius, and filia. Then drill further with the following.

1.	Julia non mater, sed _____ .
2.	Marcus non pater, sed _____ .
3.	Julius pater est. Aemilia _____ .
4.	Julia filia est. Marcus _____ .
5.	Quintus quoque _____ .

2. With the family tree on the chalkboard and with definite assurance that all the students clearly understand it, proceed to teach the genitive case singular of -us and -a nouns with the following oral pattern practices.

1.	Julius pater Marci est.
2.	Julius pater Quinti est.
3.	Julius pater Juliae est.
4.	Aemilia mater Marci est.
5.	Aemilia mater Quinti est.
6.	Aemilia mater Juliae est.
7.	Marcus filius Julii est.
8.	Marcus filius Aemiliae est.
9.	Quintus filius Julii et Aemiliae est.
10.	Julia filia Julii et Aemiliae est.

3. Read, and have students echo lines 1 to 17.

4. Give the following exercise as classwork and/or homework to practice the new words and the genitives.

1. Aemilia mater est. Julius_____.
2. Marcus filius est. Julia_____.
3. Quintus quoque _____.
4. Julia non mater, sed_____.
5. Quintus non pater, sed_____.
6. Quintus filius Julii est. Julius pater_____.
7. Marcus filius Julii est. Julius_____.
8. Julia filia Julii est. Julius_____.
9. Quintus filius Aemiliae est. Aemilia_____.
10. Marcus filius Aemiliae est. Aemilia_____.
11. Julia filia Aemiliae est. Aemilia_____.
12. Aemilia mater Juliae est. Julia_____.
13. Aemilia mater Quinti est. Quintus_____.
14. Aemilia mater Marci est. Marcus_____.
15. Julius pater Juliae est. Julia_____.
16. Julius pater Quinti est. Quintus_____.
17. Julius pater Marci est. Marcus_____.

LESSON PLAN 13 (Lines 1-17, Capitulum II)

Objective:

To introduce the following English derivatives and cognates from recently learned Latin lexical items: virile, virility, femininity, effeminate, puerile, paternal, Pater Noster, maternal, matrix, filial, filiation, affiliation.

Activities:

1. Approach the following derivative chart in the usual fashion.

English derivative	Latin root	Meaning of English derivative
virile	vir	manly
virility	vir	manliness
femininity	femina	womanly quality or condition
effeminate	femina	lacking in manly qualities, womanish
puerile	puer	boyish
paternal	pater	fatherly, pertaining to a father
Pater Noster	pater	the Our Father
maternal	mater	motherly
matrix	mater	that which gives origin or form to something or serves to enclose it
filial	filius	pertaining to a son or daughter
filiation	filius	descent, derivation
affiliation	filius	association, relationship

2. Have the students explain each of the following sentences.

   a. Tarzan is virile.
   b. Great feats of strength are looked upon as signs of virility.
   c. Motherly love is usually considered to be a sign of femininity.
   d. Some male rock singers are considered by some to be effeminate.
   e. Sulking when you can't have your way is puerile.
   f. The teacher was very paternal in the way he treated the pupils.
   g. The priest recited the Pater Noster.
   h. The teacher was very maternal in the way she treated the pupils.

i. A matrix is often used with a computer.
j. Filial devotion is not uncommon.
k. In Latin class we often look at the filiation of English words.
l. There is no direct political affiliation between Philadelphia and Camden.

3. Have the students construct a word game for the derivatives and cognates taught in this lesson. See WORD POWER THROUGH LATIN (Line No. 547676) and LOOK FOR THE LATIN WORD (Line No. 547656) for examples. The students may construct a word game as a class, in small groups, or individually.

LESSON PLAN 14 (Lines 1-26, Capitulum II)

Objectives:

1. To review the family tree.
2. To teach the grammatical term gender (masculinum, femininum, neutrum).
3. To teach the masculine and feminine form of the interrogative pronoun Quis, Quae.

Activities:

1. Review the family tree by going over Exercise I of Lesson Plan 12.
2. Teach the concept of gender as it applies to nouns by initially reading through the Grammatica Latina (page 15) with the class. Repeat some or all of this reading. Proceed to make some observations by asking the class these questions hoping that some have discovered the answers.

   Question: 1. What factor assigns a particular gender to a word?
   Answer: The ending.

   Question: 2. Does the meaning of the word seem to have anything to do with the gender of the word?
   Answer: No, except in the case of those nouns which refer to females - they always seem to be of the feminine gender (-a). Also, in the case of those nouns which refer to males - they always seem to be of the masculine gender (-us, -r).

   Question: 3. Are all nouns that refer to things (i.e. not to males or females) classified as neuters?
   Answer: No. Rather, some are classified as masculine, some as feminine, and some as neuters.

   Question: 4. Repeat question 1.

   Summarize by writing on the chalkboard:

   masculinum: -us (-r)
   femininum: -a
   neutrum: -um

3. Demonstrate the fact to the students that adjectives have three forms; one for each gender. Write out the four adjectives as follows on the chalkboard.

masculinum		femininum		neutrum	
magnus	magni	magna	magnae	magnum	magna
parvus	parvi	parva	parvae	parvum	parva
Romanus	Romani	Romana	Romanae	Romanum	Romana
Graecus	Graeci	Graeca	Graecae	Graecum	Graeca

Orally present the following practice patterns while pointing to the proper adjective form on the chalkboard.

Fluvius magnus est.	Fluvii magni sunt.
Insula magna est.	Insulae magnae sunt.
Oppidum magnum est.	Oppida magna sunt.
Vir Romanus est.	Viri Romani sunt.
Femina Graeca est.	Feminae Graecae sunt.
Capitulum parvum est.	Capitula parva sunt.
Femina Romana est.	Feminae Romanae sunt.

In summary, an adjective agrees with the noun it modifies in gender and number (agreement in case will be taken up in a few lessons).

4. Introduce the following interrogative pronoun forms.

Quis - masc. - nom. - sing.
Quae - fem. - nom. - sing.
Qui - masc. - nom. - plur.

Use the following pattern practices:

1. Quis est Julius?	Julius est pater Marci.
2. Quis est Quintus?	Quintus est filius Julii.
3. Quis est Marcus?	Marcus est filius Julii.
4. Quae est Aemilia?	Aemilia est mater Juliae.
5. Quae est Julia?	Julia est filia Aemiliae.
6. Qui sunt Marcus et Quintus?	Marcus et Quintus sunt filii Julii.
7. Quis est filius Aemiliae?	Marcus est filius Aemiliae.
8. Quae est parva filia Julii?	Julia est parva filia Julii.
9. Qui sunt filii Aemiliae?	Marcus et Quintus sunt filii Aemiliae.
10. Quis est pater Juliae?	Julius est pater Juliae.

As an additional oral or written exercise in interrogatives, give the students the answer portion from the above and have them construct the questions.

5. Read lines 18-26 orally with the class.

LESSON PLAN 15 (Lines 1-46, Capitulum II)

Objectives:

1. To teach the new vocabulary words: liberi, familia, servus, dominus, domina, and ancilla.
2. To teach the enclitic -que (= et).
3. To teach the genitive plurals of masculine, feminine, and neuter.

Activities:

1. Introduce the new vocabulary by incorporating them in sentences such as the following so that their meanings will be self-evident. Do this orally, but as each new word is presented, write it on the chalkboard. The visual cue might be helpful in this presentation as well as the family tree.

1. Medus filius Julii non est, Medus servus Julii est.
2. Julius pater Medi non est, Julius dominus Medi est.
3. Delia filia Aemiliae non est, Delia ancilla Aemiliae est.
4. Aemilia mater Deliae non est, Aemilia domina Deliae est.
5. Medus et Davus servi sunt. Medus Davusque servi sunt.
6. Delia et Syra ancillae sunt. Delia Syraque ancillae sunt.
7. Marcus, Quintus Juliaque non sunt servi, sunt liberi Julii et Aemiliae.
8. In familia Julii sunt tres liberi : duo filii et una filia.

(genitive plurals)

1. Julius dominus Medi et Davi est. Julius dominus servorum est.
2. Aemilia domina Delia et Syra est. Aemilia domina ancillarum est.

2. To supplement the above, tell the students to turn to page 16 and to read slowly through the entire Grammatica. It might be appropriate this time, if the teacher has not as yet done so, to introduce the term nominativus to identify the case forms in lines 114 to 126. As each gender, case, and ending is introduced set up a diagram on the chalkboard so that on completing the reading of the Grammatica we have:

nouns	masculine		feminine		neuter	
nominativus	-us (-r)	-i	-a	-ae	-um	-a
genetivus	-i	-orum	-ae	-arum	-i	-orum

NOTE: Since the nominative plurals are not presented in this Grammatica (in Grammatica of Cap. I) supply them to complete the diagram.

NOTE: It might be appropriate at this time to present all of the equivalent forms for adjectives. State the rule for the usage of adjectives: AN ADJECTIVE AGREES WITH THE NOUN IT MODIFIES IN GENDER, NUMBER, AND CASE.

(Due to the insufficiency of vocabulary at this point, pattern practices and exercises on the use of all adjective case forms are impractical at this time.)

3. Read lines 27 to 46 orally.

4. Have pupils work on the following exercises in class or for homework.

Exercise I

1. Quis est Davus? _____.
2. Julia non est ancilla Aemiliae. Julia _____.
3. Quae sunt Delia et Syra? _____.
4. Suntne Marcus et Quintus servi Julii? _____.
5. Davus non est filius Julii. Davus _____.
6. Estne Aemilia mater Deliae et Syrae? _____.
7. Num Marcus servus est? _____.
8. Qui sunt servi familiae? _____.
9. Julius est dominus Medi et Davi. Julius est dominus serv_____.
10. Delia et Syra non dominae sunt, sed _____.

Exercise II

1. Marcus et Quintus sunt filii Julii. Julius est _____ fili _____.
2. Aemilia est domina Syrae et Deliae. Aemilia est domina ancill_____.
3. Num Quintus pater est? _____.
4. Syra ancilla Aemiliae est. Aemiliae _____.
5. Julius est dominus Medi. Julius est dominus serv_____.
6. Marcus et Quintus Juliaeque non servi, sed _____.
7. Aemilia est mater Marci et Quinti Juliaque. Aemilia est mater liber_____.
8. Marcus et Quintus sunt filii Julii. Julius est pater puer_____.
9. Quae est Aemilia? Aemilia est _____.
10. Quis est Marcus? _____.

LESSON PLAN 16 (Lines 1-83, Capitulum II)

Objectives:

1. To review questions and case endings of nouns.
2. To teach the new question word Quot.
3. To teach the variables for unus, (una, unum); duo, (duae, duo); tres, (tria).
4. To teach the words centum, multi, (-ae, -a) and ceteri, (-ae, -a).
5. To teach the use of the genitive with numerus.

Activities:

1. Drawing from Exercise I and II of the previous lesson conduct a review of questions and case endings.
2. Introduce the question word Quot by way of the following:
   a. Quot liberi in familia sunt? In familia sunt tres liberi.
   b. Quot filii et quot filiae in familia sunt? In familia sunt duo filii et una filia.
   c. Quot sunt unus et duo? Unus et duo sunt tres.
3. Introduce the variables of unus, duo, tres, multi, ceteri, and the word centum by first writing them on the board in the following diagram:

	singular			plural		
	masc.	fem.	neut.	masc.	fem.	neut.
Nom.	unus	una	unum	LACKS PLURAL		
Nom.	LACKS SINGULAR			duo	duae	duo
Nom.	LACKS SINGULAR			tres	tres	tria
Nom.	LACKS SINGULAR			multi	multae	multa
Nom.	LACKS SINGULAR			ceteri	ceterae	cetera

   Proceed to use them in oral pattern practices while pointing to them on the chalkboard.

singularis	pluralis
unus vir	duo viri, tres viri, multi viri, ceteri viri
una femina	duae feminae, tres fem., multae fem., ceterae fem.
unum oppidum	duo oppida, tria oppida, multae oppida, cetera op.

4. Draw to the attention of the students the combination of numerus with the genitive plural.

   numerus + genitive pl. Numerus filiarum in familia non est duae.

Then show the students that numerus modified by magnus is equivalent to multi. Likewise, show them that parvus numerus is the equivalent to pauci.

magnus numerus = multi
parvus numerus = pauci

Have the pupils repeat the following oral pattern practices. After there is familiarity with the structure you might have the pupils supply the portion of each utterance after the colon.

A.
1. magnus numerus servorum: multi servi
2. parvus numerus liberorum: pauci liberi
3. parvus numerus dominorum: pauci domini
4. magnus numerus puerorum: multi pueri
5. magnus numerus filiarum: multae filiae
6. magnus numerus filiorum: multi filii
7. parvus numerus ancillarum: multae ancillae
8. parvus numerus servorum Graecorum: pauci servi Graeci
9. parvus numerus oppidorum: pauca oppida
10. magnus numerus oppidorum: multa oppida

B.
1. multi servi: magnus numerus servorum
2. multae ancillae: magnus numerus ancillarum
3. multa oppida: magnus numerus oppidorum
4. pauca oppida: parvus numerus oppidorum
5. pauci liberi: parvus numerus liberorum
6. paucae filiae: parvus numerus filiarum

5. Read lines 47 to 83 orally.

6. The following completion exercises may be assigned for classwork or homework.

1. In familia Julii est magnus numerus ancill_____.
   In familia Julii _____ _____ _____.
2. Julius est dominus mult _____ _____.
3. In Arabia sunt mult _____ oppid _____.
   In Arabia _____ _____ _____ _____.
4. In Africa est parvus numerus fluvi _____.
   In Africa _____ _____ _____.
5. _____ liberi in familia sunt? (answer desired: Quot)
   In familia sunt _____ liberi.
6. _____ ___ fili _____ et fili _____ in familia sunt? (ans. Quot)
   In familia sunt _____ _____ _____ _____.

LESSON PLAN 17 (Lines 1-83, Capitulum II)

Objective:

To introduce the following derivatives and cognates: servitude, servile, servant, dominate, dominion, domineering, ancillary, numeral, numerical, enumerate, centennial, centenarian, centigrade, centipede, centimeter.

Activities:

1. Instruction by using the following derivative chart in the usual manner.

English derivative	Latin root	Meaning of English derivative
servitude	servus	slavery
servile	servus	slavish
servant	servus	a person employed in domestic duties
dominate	dominus	rule over
dominion	dominus	power or right of governing, territory with single ruler
domineering	dominus	overbearing, tyrannical
ancillary	ancilla	accessory, auxiliary
ancilla	ancilla	a handbook
bicentennial	centum	pertaining to the two-hundredth anniversary
centennial	centum	pertaining to the hundredth anniversary
centenarian	centum	a person over 100 years old
centigrade	centum	referring to a type of thermometer where the boiling point of water is 100 degrees
centipede	centum	an insect with many feet
centimeter	centum	one hundredth of a meter (.3937 inch)

2. Ask the pupils to explain the following sentences.

   a. Minority groups in various parts of the world sometimes live in virtual servitude.
   b. The man had a servile personality.
   c. The servant had his own room in the house.
   d. Nazi Germany tried to dominate the world.
   e. Canada is sometimes called a dominion.
   f. Sometimes parents are accused of being domineering.
   g. Availability of money is sometimes an ancillary consideration.
   h. He consulted an ancilla of classical literature.
   i. Philadelphia is preparing for the bicentennial celebration.
   j. The town had a centennial celebration.
   k. There are not too many centenarians alive.
   l. It was 60 degrees centigrade.
   m. Centipedes are not very pleasant to have around the house.
   n. The fish measured 5 centimeters by 10 centimeters.

3. Have pupils construct word games on these derivatives. See Lesson Plan 13 for suggestions on how this might be done.

LESSON PLAN 18 (Lines 84-111, Capitulum II)

Objectives:

1. To review the work of Lesson 16.
2. To teach the possessive adjectives.

Activities:

1. Go over the classwork and/or homework assigned in Lesson 16. Repeat some of the pattern practices if necessary.
2. Introduce the possessive adjectives meus and tuus by writing them out on the chalkboard in all of their nominative and genitive case forms.

	singularis			pluralis		
	masc.	fem.	neut.	masc.	fem.	neut.
nom.	meus	mea	meum	mei	meae	mea
gen.	mei	meae	mei	meorum	mearum	meorum
nom.	tuus	tua	tuum	tui	tuae	tua
gen.	tui	tuae	tui	tuorum	tuarum	tuorum

The meanings of these two words should be obvious from the reading of the text (lines 84-111).

3. Call on individual students to do the reading. Assign the parts of Cornelius and Julius to two students. Repeat the dialogue with two other students.
4. Have the pupils work through following completion exercise on meus and tuus.

1. Cornelius: "Estne Medus filius_____?"
2. Julius: "Medus non est filius_____."
3. Cornelius: "Estne Delia filia_____?"
4. Julius: "Delia_____."
5. Cornelius: "Quis est Medus?"
6. Julius: "Medus_____."
7. Cornelius: "Qui sunt filii_____?"
8. Julius: "Marcus et Quintus_____."
9. Cornelius: "Estne Julia filia_____?"
10. Julius: "Julia_____."
11. Cornelius: "Quot servi sunt in familia_____?"
12. Julius: "In familia_____."
13. Cornelius: "Magnus est numerus serv_____!"

LESSON PLAN 19 (Capitulum II)

Objective:

To give the pupils a greater appreciation of the Roman family.

Activities:

1. Tell the pupils that you want them to watch for anything about Roman family life in this filmstrip. Show the filmstrip DUO AMICI from the Encyclopaedia Britannica Latin instructional system ARTES LATINAE. Follow the procedures suggested in Lesson Plan 8 of this curriculum guide.
2. Have the following questions discussed either orally or in writing.
   a. Would you like to have been a member of the family of Claudius? Why or why not?
   b. How would you compare and contrast family life in Claudius' time with family life today?

LESSON PLAN 20 (Capitulum II)

Objective:

To test students' comprehension of all material taught in Capitulum II.

Activities:

Have students complete Pensum A, B, and C (pages 18, 19, 20).

Note: Additional exercise or test material may be drawn from the following items.

1. Aemilia domin_____ ancill_____ est.
2. Num Delia et Syra_____ sunt?
3. In familia Julii sunt_____ filii,_____ filia, et_____.
4. Est_____ Cornelius pater familiae?
5. Syra et Delia femin_____ Graec_____ sunt.
6. _____ est domina in familia Romana?
7. "Vir" est vocabul_____ Latin_____.
8. "Vir" et "ancilla" sunt vocabul_____ Latin_____.
9. Numerus vocabul_____ est duo.
10. Filia Aemili_____ est Julia.
11. _____ liberi in familia Julii sunt?
12. Numerus_____ et_____ est centum.
13. Sunt_____ Medus et Davus filii Julii?
14. Julius_____ Romanus est.
15. Sunt mult_____ oppid_____ in Italia.
16. Quis est domin_____ in familia Romana?
17. Numerus oppid_____ est magn_____.
18. _____ sunt Davus Medus_____.
19. Julius pater famili_____ Roman_____ est.
20. Quae est filia Juli_____?
21. Aemilia est domina mult_____ Graec_____ ancill_____.
22. Tusculum et Brundisium_____ oppid_____ Roman_____.
23. Syra ancill_____ Aemil_____ est.
24. Julius domin_____ centum serv_____ est.
25. Julia est_____ Juli_____ et Aemiliae.
26. Numerus liber_____ est tres.
27. _____ sunt Delia Syra?
28. Num Cornelius servus est?

QUESTIONES

1. Num Julia mater liberorum est?
2. Suntne Marcus Quintusque filiae Julii?
3. Estne numerus servorum Julii parvus?
4. Estne Cornelius vir Graecus?
5. Qui sunt Marcus et Quintus?
6. Quot liberi in familia Julii sunt?
7. Qui est Davus?
8. Num Medus filius Julii est?
9. Quae est Delia?

Include questions on English derivatives and cognates covered in connection with Capitulum II.

LESSON PLAN 21 (Lines 1-24, Capitulum III)

Objectives:

1. To teach the new verbs: cantat, pulsat, plorat, ridet, videt, venit in the 3rd person singular present tense.
2. To teach the adjectives laetus and iratus.
3. To teach the accusative case singular.

Activities:

1. Show visual cue and say "Julia cantat." Have the class echo, then, individual students. Proceed to ask the question "Cantatne Julia?" Follow up with the answer "Julia cantat." With the same cue say, "Julia laeta est." Always have the class and then individual students echo. Continue in this fashion using cues and/or acting out the meaning of the following utterances:

Marcus pulsat. (echo)
Pulsatne Marcus?
Marcus pulsat.
Marcus non laetus est. (echo)
Estne Marcus laetus?
Marcus non laetus est.
Marcus iratus est. (echo)
Estne Marcus iratus?
Marcus iratus est.
Julia plorat. (echo)
Ploratne Julia?
Julia plorat.
Marcus ridet. (echo)
Ridetne Marcus?
Marcus ridet.
Quintus videt. (echo)
Videtne Quintus?
Quintus videt.
Julia vocat. (echo)
Vocatne Julia?
Julia vocat.
Aemilia venit. (echo)
Venitne Aemilia?
Aemilia venit.

Proceed to substitute the interrogative pronoun for the proper noun and have the students answer. Also, draw to the particular attention of the students the different vowels before the verbal ending -t.

Quae cantat?	(ans. Julia cantat.)
Quae est laeta?	
Quis non est laetus?	
Quis est iratus?	
Quis pulsat?	
Quis ridet?	
Quis videt?	
Quae vocat?	
Quae venit?	

2. Introduce the assusative case singular via the following:

Marcus Juliam pulsat. (echo)
Julia cantat.

Stress the Julia/Juliam change.

Quintus Marcum videt.
Marcus ridet.

Stress the Marcus/Marcum change.

Additional pattern practices:

Quintus Marcum pulsat.
Marcus Quintum pulsat.
Julia Aemiliam vocat.
Aemilia venit.
Puella cantat.
Marcus puellam pulsat.
Quintus Marcum videt.
Quintus puerum videt.

Write on the chalkboard:

	femininum		masculinum	
	singularis	pluralis	singularis	pluralis
nominativus	puella	puellae	servus	servi
genetivus	puellae	puellarum	servi	servorum
_____	_____	_____	_____	_____
accusativus	puellam	_____	servum	_____
_____	_____	_____	_____	_____

3. Have pupils do the following exercises in class or for homework.

Exercise I

1. Julia: "Lalia." Julia _____.
2. Julia _____ est.
3. Marcus laetus non est, Marcus _____ est.
4. Marcus Juliam _____.
5. Jam Julia non cantat, sed _____.
6. Marcus: "Ha ha!" Marcus _____.
7. Julia: "Ubi est mater?" Julia Aemiliam non _____.
8. Julia: "Mater!" Julia Aemiliam _____.
9. Aemilia _____.

Exercise II

1. Marcus Juli _____ pulsat.
2. Marcus Quint _____ non videt, sed Quintus Marc _____ videt.
3. Quintus: "Quid? Marcus puell _____ pulsat!"
4. Quintus Marc _____ pulsat, et Marcus Quint _____ pulsat!
5. Julia Aemili _____ non videt.
6. Julia Aemili _____ vocat: "Mater!"
7. Marcus iratus Juli _____ pulsat.
8. Julia: "Mater! Marcus _____ pulsat!"

LESSON PLAN 22 (Lines 25-59, Capitulum III)

Objectives:

1. To review verbs and accusatives of the previous lesson.
2. To teach the new verbs: interrogat, respondet, dormit, audit.
3. To teach the accusative case singular of the personal pronouns (me, te, eam, eum).
4. To teach the additional words: Cur, quia, probus, improbus, hic, neque.

Activities:

1. Review verbs and accusatives of the previous lesson by going over Exercises I and II and/or all appropriate cue cards.
2. The meanings of interrogat and respondet may be discovered by setting up the following types of sentences:

> Julius Marcum interrogat: "Ubi est Tiberis?"
> Marcus respondet: "Tiberis in Italia est."

The verb dormit may be taught through a cue or by resting head on folded hands (sign of sleep).

The verb audit can be taught via a cue or by placing opened hand to ear (sign of hearing or listening).

Reminder: After each new word is introduced it is written on the chalkboard.

3. It may be wise at this point to draw attention to the changing vowel before verbal ending -t with all the verbs introduced through Capitulum III.

> 1. Cantatne Julia? Julia cantat.
> 2. Pulsatne Marcus? Marcus pulsat.
> 3. Ridetne Marcus? Marcus ridet.
> 4. Videtne Quintus? Quintus videt.
> 5. Vocatne Julia? Julia vocat.
> 6. Venitne Aemilia? Aemilia venit.
> 7. Interrogatne Julius? Julius interrogat.
> 8. Respondetne Marcus? Marcus respondet.
> 9. Dormitne Julius? Julius dormit.
> 10. Auditne pater? Pater audit.

4. Have the pupils work through the following practice orally.

1. Julia cant_____.
2. Marcus puls_____.
3. Puer rid_____.
4. Quintus vid_____.
5. Julia voc_____.
6. Aemilia ven_____.
7. Julius interrog_____.
8. Marcus respond_____.
9. Julius dorm_____.
10. Pater aud_____.

5. Introduce the accusative singular of personal pronouns by having them correspond to proper names. Numerous repetitions of the following types of sentences should make these forms clear.

1. Marcus Juliam pulsat.
   Julia: "Marcus me pulsat."
2. Aemilia: "Quis Juliam pulsat?"
   Quintus: "Marcus eam pulsat."
3. Quintus Julium vocat.
   Marcus: "Julius te non audit."
4. Quintus Julium vocat.
   Julius eum non audit.
5. Quintus Aemiliam vocat.
   Aemilia: "Quis me vocat?"

6. The meanings of Cur and quia should become clear on the presentation of the following:

1. Cur Julia plorat?
   Julia plorat quia Marcus eam pulsat.
2. Cur Julius non audit?
   Julius non audit quia dormit.

7. Read lines 25-59.

8. Have the pupils work through the following practice orally or in writing. (Substitute a pronoun for the proper noun.)

1. Julius Quintum non audit. Julius_____ non audit.
2. Julia Aemiliam vocat. Julia_____vocat.
3. Marcus Quintum pulsat. Quintus: "Marcus_____pulsat."
4. Pater Marcum non audit. Marcus: "Pater_____non audit."
5. Marcus Julium vocat. Julius: "Quis_____vocat?"

LESSON PLAN 23 (Lines 1-59, Capitulum III)

Objective:

To introduce the following English derivatives and cognates from recently learned Latin lexical items: personify, persona non grata, irate, irascible, cantor, canticle, cantata, andante cantabile, incantation, risible, ridicule, pulse, pulsate, vocation, vocative, viz., v.s., interrogation, interrogative, respondent, responsive, dormitory, dormer, dormant, audible, auditor.

Activities:

1. Have the pupils echo the derivatives and cognates listed in the objectives.
2. Have the pupils echo the following Latin roots: persona, iratus, cantat, ridet, pulsat, vocat, interrogat, respondet, dormit, audit.
3. Put the derivatives on the board or - better still - show a transparency with the words on it. Have the pupils read the words after you. Follow a similar procedure for the Latin roots.
4. Distribute dictionaries to the pupils. If there is not a dictionary for each student, the class may be divided into groups. Have the pupils construct a derivative chart on the derivatives and cognates consisting of three columns, viz., the English derivative, the Latin root, and the meaning of the English derivative. Have the pupils prepare English sentences using the derivatives.

LESSON PLAN 24 (Lines 60-112, Capitulum III)

Objectives:

1. To teach the interrogative pronouns: Quam? and Quem?.
2. To teach the relative pronouns qui, quae, quam, quem.

Activities:

1. Tell the students that they are going to learn two new forms of the interrogative pronoun: Quam/Quem. Before doing so, however, review those which already have been introduced. Construct the following schema on the chalkboard with the help of the pupils.

	masculinum		feminimum	
	singularis	pluralis	singularis	pluralis
nominativus	Quis	Qui	Quae	Quae
_____	___	___	_____	_____
_____	___	___	_____	_____
accusativus	Quem	___	Quam	____
_____	____	____	____	____

2. Have pupils repeat the following practice questions and sentences.

1. Quis est Julius? Julius est pater.
2. Quis Juliam pulsat? Marcus Juliam pulsat.
3. Quis est filius Julii? Quintus est filius Julii.
4. Quis est Davus? Davus est servus Julii.
5. Quae est Julia? Julia est filia Aemiliae.
6. Quae est Aemilia? Aemilia est mater Juliae.
7. Quae est Syra? Syra est ancilla Aemiliae.
8. Qui sunt Marcus et Quintus? Marcus et Quintus sunt filii Julii.
9. Qui sunt servi Julii? Medus et Davus sunt servi Julii.
10. Quae sunt Delia et Syra? Delia et Syra sunt ancillae Aemiliae.

1. Quem Aemilia pulsat? Aemilia Marcum pulsat.
2. Quem Quintus vocat? Quintus Julium vocat.
3. Quem audit Julius? Julius Marcum audit.
4. Quam Marcus pulsat? Marcus Juliam pulsat.
5. Quam Julia vocat? Julia Aemiliam vocat.

3. Have the pupils supply the correct interrogative pronoun form either in writing or orally.

1. _____ sunt filii Julii?
2. _____ est Delia?
3. _____ ridet?
4. _____ Marcus pulsat?
5. _____ sunt Medus et Davus?
6. _____ est puer improbus?
7. _____ Quintus vocat?
8. _____ Aemilia pulsat?
9. _____ dormit.
10. _____ sunt ancillae Aemiliae?
11. _____ est filia Julii?

4. Tell the students that they are now going to learn a new part of speech, the relative pronoun. The forms introduced at this time are masculine and feminine, nominative and accusative singular only.

relative pronoun

	singularis			pluralis		
	masc.	fem.	neut.	masc.	fem.	neut.
nom.	qui	quae				
acc.	quem	quam				

5. Introduce the relative pronoun by having the pupils repeat the following:

1. Marcus plorat.
2. Puer, qui plorat, est Marcus.
3. Quintus ridet.
4. Puer, qui ridet, est Quintus,
5. Julia cantat.
6. Puella, quae cantat, est Julia.
7. Julius Marcum audit.
8. Puer, quem Julius audit, est Marcus.
9. Aemilia Marcum pulsat.
10. Puer, quem Aemilia pulsat, est Marcus.
11. Julia Aemiliam vocat.
12. Femina, quam Julia vocat, est Aemilia.
13. Julia est puella, quam Marcus pulsat.
14. Quintus filius est, qui Julium vocat.
15. Quis est vir, quem Quintus vocat.
16. Julius est vir, quem Quintus vocat.
17. Ubi est puella, quae plorat?

6. Have the pupils work through these exercises either orally or in writing.

1. Marcus, _____ ridet, puer improbus est.
2. Julia, _____ cantat, puella laeta est.
3. Puella, _____ Marcus pulsat, est Julia.
4. Puer, _____ Aemilia pulsat, est Marcus.
5. Puella, _____ plorat, laeta non est.
6. Puer, _____ Julius audit, est Marcus.
7. Julius, _____ pater liberorum est, non venit.
8. Aemilia, _____ Julia vocat, puellam audit.
9. Quintus, _____ Julium non videt, Julium vocat.
10. Marcus, _____ Aemilia pulsat, plorat.

1. _____ Juliam pulsat?
2. Aemilia, _____ Julium non videt, interrogat: "Ubi est Julius?"
3. _____ est puella proba?
4. Quintus, _____ Marcum videt, iratus est.
5. _____ sunt ancillae Aemiliae?
6. Julius, _____ Quintus vocat, dormit.
7. Aemilia Quintum interrogat, " _____ Marcus pulsat?"
8. _____ sunt servi Julii?
9. Marcus et Quintus pueri sunt, _____ filii Julii sunt.
10. Puer, _____ ridet, est Marcus.

7. Have pupils read lines 60-112 in the Grammatica on pp. 28, 29, 30.

LESSON PLAN 25 (Capitulum III)

Objective:

1. To exercise and test the students on all material taught up to this point.

Activities:

1. Summarize and bring the students up to date on the material covered. Pass out to each student mimeos of the following, or write them on the chalkboard:

NOUNS

	masculine		feminine		neuter	
	sing.	pl.	sing.	pl.	sing.	pl.
Nominativas	-us, (-r)	-i	-a	-ae	-um	-a
Genetivus	-i	-orum	-ae	-arum	-i	-orum
____	___	____	___	____	___	____
Accusativus	-um	____	-am	____	-um	____

ADJECTIVES

	masculine		feminine		neuter	
	sing.	pl.	sing.	pl.	sing.	pl.
Nom.	-us	-i	-a	-ae	-um	-a
Gen.	-i	-orum	-ae	-arum	-i	-orum
____	___	____	___	____	___	____
Acc.	-um	____	-am	____	-um	____

INTERROGATIVE PRONOUN

singular

	masculine	feminine	neuter
Nom.	quis	quae	____
____	___	____	____
Acc.	quem	quam	____

plural

Nom.	qui	quae	____

RELATIVE PRONOUN

singular

	masculine	feminine	neuter
Nom.	qui	quae	____
____	____	____	____
____	____	____	____
Acc.	quem	quam	____

plural

(NO PLURALS)

PERSONAL PRONOUN

	1st person		2nd person		3rd person	
	sing.	pl.	sing.	pl.	sing.	pl.
Acc.	me	____	te	____	eum, eam	____

VERBS (3rd person singular, present tense — verbal ending -t)

2. Have the pupils work through the following exercises.

I (Fill-ins)

1. Marc____ Juli _____ pulsat, quia Juli____cantat.
2. Juli _____ plorat, quia Marc _____pulsat.
3. Juli_____ Aemili_____ vocat. Aemili_____ venit.
4. Aemili____ Quint ____ videt et _____ interrogat: "Quis_____vocat?"
5. Quint____ respondet: "Julia _____ vocat."
6. Aemilia: "Ubi est Julius?" Aemili_____Juli _____ non videt.
7. Quint____ Juli ____vocat: "Pater!"
8. Juli_____ Quint ____non audit.
9. Marcus: "Pater dormit neque_____audit."
10. Aemili ____ irata Marc____pulsat.
11. Marc _____ plorat, quia Aemili _____ pulsat.
12. Juli_____ Marc _____audit et venit.
13. Aemilia: "Marc _____puer improb_____est."
14. Quintus: "Marc_____ parv_____ puell_____ pulsat."
15. Julius puer_____ improb _____ pulsat.
16. Julia puell_____ prob _____est.

II. (Complete the question by supplying the proper form of the interrogative pronoun then proceed to answer the question.)

1. _____ Juliam pulsat? _____
2. _____ Quintus videt? _____
3. _____ cantat? _____
4. _____ dormit? _____
5. _____ Aemilia pulsat? _____
6. _____ Julium vocat? _____

III. (Oral test requiring quick reply — Fact comprehension)

1. Quae cantat?
2. Quis iratus est?
3. Quam pulsat Marcus?
4. Ridetne jam Julia?
5. Quis Marcum videt?
6. Estne Quintus laetus?
7. Quam Julia vocat?
8. Quis est puer improbus?
9. Quis Quintum pulsat?
10. Quis Julium vocat?
11. Cur Julius non venit?
12. Estne Aemilia laeta?
13. Quem pulsat Aemilia?
14. Quis quoque Marcum pulsat?
15. Quis iam ridet?
16. Cur Julia non laeta est?

3. Assign Pensa A, B, and C as a take-home test. Ask pupils to refrain from consulting each other for help. Emphasize the purpose of the test is to let you and them know how well they are doing.

LESSON PLAN 26 (Lines 1-20, Capitulum IV)

Objective:

To teach the new vocabulary: crumena, pecunia, nummus, habet, numerat, rursus, tantum; the numerals unus to decem as well as centum.

Activities:

1. The concrete nouns crumena, pecunia, and nummus are best taught in the initial oral presentation via the visual cues:

   Count from one to ten in Latin. Have pupils repeat. Then write the numbers on the board.

   Show the appropriate cue and say: "Julius habet crumenam." Follow up with, "Julius habet pecuniam in crumena." Then say: "Julius pecuniam numerat" while acting out (by the teacher) the role of Julius counting some coins. Later, accompany the act of counting with the numbers, saying aloud, "unus, duo, tres, quattuor, etc." From this the meaning of habet and numerat should be made clear.

   The meaning of tantum can be introduced immediately after the counting with the statement, "Julius centum non habet, sed decem (?) tantum" or "Numerus nummorum non est centum, sed decem tantum."

   Rursus can be clarified by a few more additional sentences accompanied by action and facial and voice expression to bring out the proper mood.

   Act out the part of Julius and say, "Julius numerat. Julius numerat: Unus, duo, tres, quattuor, etc."

   Purposely drop some coins so that the count is lost then say, "Julius rursus numerat: Unus, duo, tres, quattuor, etc."

   OR

   Aemilia interrogat: "Ubi est pater?"
   Quintus non respondet.
   Aemilia rursus interrogat: "Ubi est pater?"
   Quintus respondet: "Pater pecuniam numerat."

   Repeat this whole sequence beginning with the appropriate cue as often as is necessary. (Have students echo.)

2. Read lines 1-20 aloud and have pupils echo.

LESSON PLAN 27 (Lines 1-20, Capitulum IV)

Objectives:

1. To introduce audiolingually the following English derivatives and cognates from recently learned Latin roots: pecuniary, impecunious, numismatics, nummular, quadrangle, quadruple, quinquennial, quinquennium, octogenarian, octagon, septet, septuagenarian, novena, decathlon, deciliter.

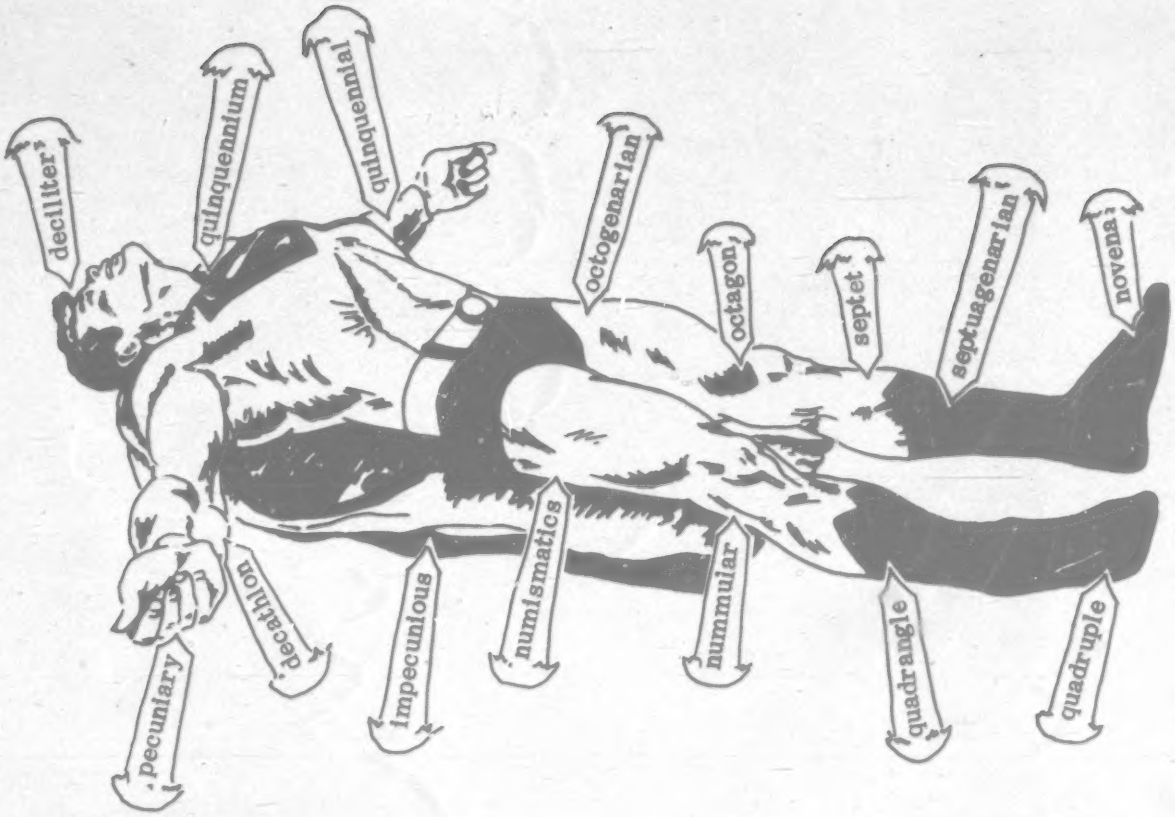
2. To give pupils practice in reading and writing.

Activities:

1. Discuss with the pupils the etymology and meaning of each of the derivatives and cognates listed above. Elicit as much information as possible from the pupils. Encourage pupils to use the words in sentences.

2. Distribute the following word game to the pupils and have them work through it in class or for homework.

WORD GAME



Superman is being held down by kryptonite derivative pegs. Help free him by removing the derivatives and inserting them into the following sentences. Latin roots are given in parentheses to help you.

1. _____ problems are problems relating to money (PECUNIA).
2. When a man is "broke" he is _____ (PECUNIA).
3. Medals or medallions that have the shape of coins may be described as _____. (NUMMUS).
4. The study of coins is called _____ (NUMMUS).
5. A four-sided area of land may be called a _____ (QUATTUOR).
6. When population increases fourfold it is said to _____ (QUATTUOR).
7. A five-year period of time is called a _____ (QUINQUE).

8. A meeting that occurs every five years may be described as _____ (QUINQUE).

9. An eight-sided figure is called an _____ (OCTO).

10. A person between 80 and 89 years old may be called an _____ (OCTO).

11. A person between 70 and 79 years old may be called a _____ (SEPTEM).

12. A group of seven people may be called a _____ (SEPTEM).

13. Nine days of prayer are sometimes called a _____ (NOVEM).

14. An athletic contest comprising ten different exercises or events is called a _____ (DECEM).

15. In the metric system one-tenth of a liter is called a _____ (DECEM).

LESSON PLAN 28 (Lines 21-34, Capitulum IV)

Objectives:

1. To review numerals.
2. To teach the new verbs: adest/adsunt, abest/absunt.
3. To teach the reflexive possessive adjective: suus, sua, suum.
4. To teach the vocative singular in -e of -us nouns.
5. To teach the imperative singular of 1st and 4th conjugation verbs.

Activities:

1. Have the students recite the numerals from unus to decem. After the first recitation say "Rursus." Students should repeat the count. For practice in numbers, set up some problems and give the answers immediately. Give additional problems and then have the students give answers.

Quot sunt unus et duo? Unus et duo sunt tres.
Quot sunt quattuor et quinque? Quattuor et quinque sunt novem.
Quot sunt tres et quattuor?
Quot sunt quattuor et duo?
Quot sunt octo et duo?
Quot sunt unus et septem?
Quot sunt tres et unus?
Quot sunt sex et quattuor?

2. Teach the words adest/adsunt, abest/absunt by using line drawings of Medus and Davus on the chalkboard and showing that:

adest = hic est
adsunt = hic sunt

abest = hic non est
absunt = hic non sunt

Medus hic est.

Medus adest.

Medus hic est.
Medus adest.

Davus hic est.

Davus adest.

Medus et Davus hic sunt.
Medus et Davus adsunt.

Davus hic non est.
Davus abest.

Medus et Davus hic non sunt.
Medus et Davus absunt.

Illustrate this further by referring to some of the students in the class especially if one or more are absent.

3. Teach the reflexive possessive adjective by having the pupils repeat and then read the following sentences.

1. Julius: "Ubi est pecunia mea?"
2. Davus: "Julius suam pecuniam non videt."
3. Aemilia Marcum pulsat.
4. Aemilia suum filium pulsat.
5. Quintus: "Pater! Pater!"
6. Julius non respondet. Julius suum filium non audit.
7. Julius: "Julia! Julia!"
8. Julius suam filiam vocat.

Note: In anticipation of ejus, which will be introduced in a few lessons, tell the students that the meaning of suus, -a, -um (an adjective) is gotten from the subject (some students may have drawn this conclusion themselves from the sentences above: (4) suum filium -her son, (6) suum filium -his son); but the gender, number, and case are determined by the noun modified.

4. Introduce the vocative in -e of masculine nouns with the following patterns.

Medus Davum vocat: "Dave!"
Davus Medum vocat: "Mede!"

Call some male pupils by name in the vocative.

5. The imperative singular, introduced only partially at this point, may be taught directly from lines 29-34 of text.

Julius: "Ubi est Davus? Mede, Davum vocat!" Medus Davum vocat: "Dave!" sed Davus Medum non audit neque venit. Medus rursus Davum vocat: "Dave! veni!" Davus venit.

Note: The next lesson, with a wider vocabulary, repeats and adds to the information on vocatives and imperatives.

6. Duplicate the following exercise and have pupils fill in the blanks.

1. Tres et quattuor sunt _____.
2. Marcus hic est. Marcus _____.
3. Aemilia: "Ubi est ancilla mea?"
   Aemili___ ancili____ _____ non videt.
4. Julius: "Dav___! Medum voc____!"
   Medus Dav____ voc____: "Dav_____! Ven_____!"
   Davus non audit. Medus _____ Dav_____ vocat. Davus ven_____.
5. Medus et Davus non hic sunt. Medus et Davus _____.
6. Julius: "Unus, duo, tres, quattuor . . . ."
   Marcus: "Pater pecuniam _____ numerat."
7. Julius, _____ serv_____ su_____ non videt, vocat: "Med_____!"

LESSON PLAN 29 (Lines 35-75, Capitulum IV)

Objectives:

1. To review the new material introduced in the previous lesson.
2. To teach new vocabulary: salutat, salve, tacet, accusat, ponit, nullus, -a, -um, verbum, mensa, baculus.
3. To teach the imperative singular of 2nd and 3rd conjugation verbs.

Activities:

1. Introduce the following pattern practices. Have pupils repeat.

vocative:

1.	Medus - Mede!
2.	Davus - Dave!
3.	Marcus - Marce!
4.	dominus - domine!
5.	servus - serve!

imperative singular:

1st conjugation		vocat - voca!
		cantat - canta!
		pulsat - pulsa!
		interrogat - interroga!
	x	salutat - saluta!
		numerat - numera!
		accusat - accusa!
	x	imperat - impera!
2nd conjugation		respondet - responde!
		ridet - ride!
		videt - vide!
	x	tacet - tace!
	x	paret - pare!
3rd conjugation	x	ponit - pone!
	x	sumit - sume!
	x	discedit - discede!
4th conjugation		audit - audi!
		dormit - dormi!
		venit - veni!

x = new verbs introduced for the first time in Capitulum IV

2. Have pupils give the imperative singular for each verb.

numerat _____	respondet _____
videt _____	venit _____
audit _____	tacet _____
ponit _____	vocat _____
accusat _____	

3. a. The verb salutat may be taught through a visual cue and by speaking the following: Davus Julium salutat, "Salve, domine!"

   b. ponit and mensa may be taught through a cue and by speaking the following: "Davus crumenam in mena ponit."

   baculus may be taught through a visual cue.

   tacet may be taught by showing its equivalency such as:

   Medus non respondet. = Medus tacet.
   Medus Davum non vocat. = Medus tacet.

   e. nullus, -a, -um may be taught via the following:

   Medus pecuniam non habet. = Medus nullam pecuniam habet.

4. Read lines 35-75. Assign parts for dramatization and role-playing.

5. Have pupils work through the following practices.

1. Medus Dav____vocat: "Dav____!"
2. Davus Medum interrog____: "Quid est, Med____?"
3. Medus: "Sssst! Tac____, Dav____! Dominus adest."
4. Servus domin____salutat: "Salve, domin____!"
5. Dominus serv____salutat: "Salve, serv____!"
6. Dav____dominum interrogat: "Quid est, domin____?"
7. Julius: "Tace, serv____!"
8. Julius Davum interrogat: "Ubi est pecunia me____, Dav____?"
9. Davus: "Vide crumen____me____, domin____!"
10. Julius: "Disced____, serv____!"
11. Julius Medum vocat: "Med____! Veni, improb____serv____!"

1. Julius: "Davum voc____, Mede!"
2. Medus Davum voc____: "Dave, ven____!"
3. Davus ven____.
4. Medus: "Salut____dominum, Dave!"
5. Davus dominum salut____.
6. Dominus: "Tac____et aud____, serve!"
7. Servus tac____et aud____.
8. Dominus: "Respond____, serve!"
9. Servus respond____.
10. Dominus: "Crumenam tu____in mensa pon____!"

1. Davus non adest. Davus _____.
2. Medus non abest. Medus _____.
3. Davus venit. Iam Davus quoque _____. Medus et Davus _____.
4. Quot servi adsunt? Duo servi _____; ceteri servi _____.
5. Aemilia: "Ubi sunt liberi?"
   Julius: "Liberi non adsunt. Liberi _____."
6. Marcus venit. Iam Marcus non _____, Marcus _____.
7. Quintus quoque venit. Iam Marcus et Quintus _____; Julia _____.
8. Pueri _____, sed puella _____.

LESSON PLAN 30 (Lines 76-115, Capitulum IV)

Objectives:

1. To teach the new vocabulary: ejus, vacua, sumit, discedit, bonus, quod, is.
2. To teach the use of the word ejus especially when contrasted with suus, -a, -um.
3. To teach the personal pronoun is.

Activities:

1. The meaning of vacua can be demonstrated by taking any empty container (vase, box, glass) and tipping it over to show the students that it is empty while speaking the words, "Vacua est."

   The meaning of sumit may be demonstrated by speaking and acting out the following:

   Davus crumenam in mensa ponit. (act out)
   Davus crumenam sumit. (act out)

   Discedit can be shown to be the opposite of venit by acting out the walking into and out of the room while speaking the following:

   "Julius venit."
   "Julius discedit."

   Bonus = probus

2. Tell the students that they are now going to learn a new form (ejus) of the personal pronoun. Since its function can sometimes be confused with the function of suus, -a, -um, both forms will be gone over at this time. Set up a few practice patterns along the lines of the following: (act out or use cues)

   1. Davus pecuniam suam numerat.
   2. Davus pecuniam Medi non habet.
      Davus pecuniam ejus non habet. (ejus = Medi)
   3. Crumena Davi est vacua. Crumena ejus est vacua. (ejus = Davi)
   4. Julius Marcum vocat. Julius filium suum vocat.

Review again the use of suus, -a, -um, by turning to Lesson Plan 28, Capitulum IV, Activity 3 including NOTE. Tell the students that ejus is genitive of the personal pronoun, 3rd person. Write out on the board the forms covered thus far. A review of the accusative forms is in order.

personal pronoun (3rd person)			
	singular		
	masc.	fem.	neut.
nom. c.	____	____	____
gen. c.	ejus	ejus	____
acc. c.	eum	eam	____

3. Have pupils work through this exercise.

1. Ubi est pecunia Julii? Pecunia _____ in crumena est.
2. Julius crumenam _____ in mensa ponit.
3. Aemilia crumenam _____ videt.
4. Quot nummi in crumena Julii sunt? In crumena _____ decem nummi sunt.
5. Adestne servus Julii? Servus _____ Medus adest.
6. Julius: "Ubi est Davus?" Julius servum _____ Davum non videt.
7. Quis servum Julii vocat? Medus servum _____ vocat.
8. Davus venit et dominum _____ salutat.
9. Dominus servum _____ salutat.
10. Davus crumenam _____ in mensa ponit.
11. In crumena Davi nulla pecunia est: crumena Davi _____ est.
12. Davus nullam pecuniam in crumena _____ habet.
13. Julius unum nummum in crumena _____ ponit.
14. Davus laetus crumenam _____ sumit et discedit.
15. Quid est in crumena Medi? In crumena _____ pecunia Julii est.
16. Medus pecuniam domini in crumena _____ habet.
17. Julius baculum _____ in mensa ponit.
18. Medus baculum _____ in mensa videt, et discedit!

4. Tell the students that they are now going to learn still another form of the personal pronoun (is). Repeat on the chalkboard the diagram of the 3rd person to show gender, number, and case.

personal pronoun — third person

singularis

	masc.	fem.	neut.
nom. c.	is	____	____
gen. c.	eius	eius	eius
acc. c.	eum	eam	____

The accusative forms eum/eam were first introduced in Lesson 2, Cap. III. The forms me/te were in the same lesson. Before introducing the new form, review all personal pronoun forms. Proceed, then, to explain the function of is with the following type sentences.

1. Quintus: "Pater me non audit, quia is dormit.
2. Aemilia: "Cur Marcus Juliam pulsat?"
   Quintus: "Marcus eam pulsat, quia is iratus est.
3. Medus nullum verbum respondet, is tacet.
4. Servus non laetus est, quia is pecuniam nullam habet.

5. Read lines 76 thru 115. Assign parts to students and have them role-play.

LESSON PLAN 31 (Lines 21-115, Capitulum IV)

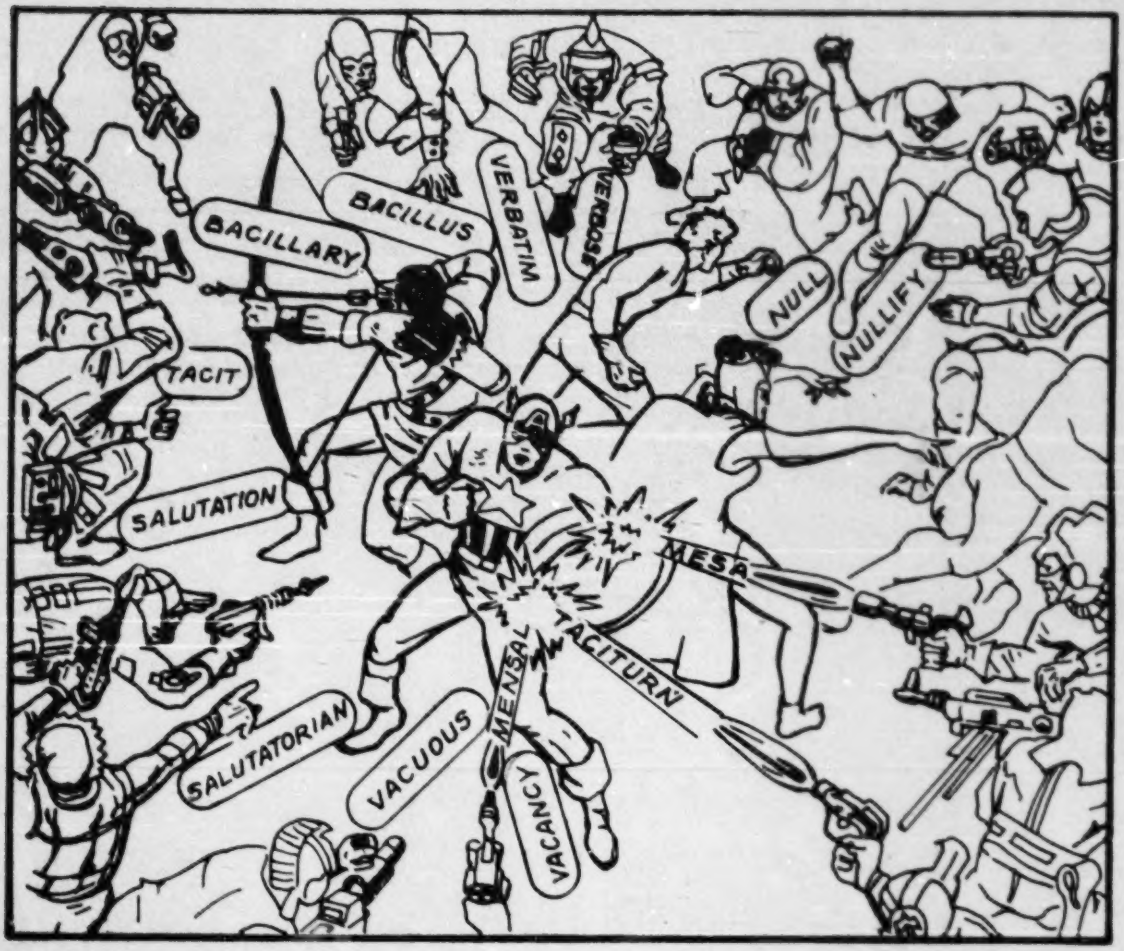
Objectives:

1. To introduce orally the following English derivatives and cognates from recently learned Latin lexical items: salutatorian, salutation, tacit, taciturn, mensal, mesa, bacillary, bacillus, verbatim, verbose, null, nullify, vacuous, vacancy.
2. To introduce the reading and writing of these derivatives.

Activities:

1. Discuss the derivatives and cognates listed above in terms of their meanings and etymologies. Elicit information from the pupils as far as possible. Have the derivatives used in sentences.
2. Duplicate and distribute the following word game and have the pupils work through it.

WORD GAME



Our heroes, the Avengers, are being attacked by derivative missiles. Help them out by placing the derivatives in the sentences below. Cross the derivatives out as you place them in sentences. Latin roots are given in parentheses to help you.

1. The _____delivered greetings at the graduation ceremony (SALUTAT).
2. Letter usually begin with a _____(SALUTAT).
3. Unexpressed approval may be described as_____ approval (TACET).
4. People who talk little may be described as_____(TACET).
5. A straight, rod-shaped bacterium is called a _____(BACULUM).
6. A rod-shaped object may be described as_____(BACULUM).
7. To repeat word for word is to repeat _____(VERBUM).

8. Wordy politicians are _____(VERBUM).

9. A law that is unconstitutional is_____and void (NULLUS).

10. To_____an agreement is to declare it inoperative (NULLUS).

11. When a motel is filled up it may dispay the sign No_____ (VACUUS).

12. An empty or stupid look may be descrfbed as_____(VACUUS).

13. Table manners may be called_____manners (MENSA).

14. A flat-topped area of land is sometimes called a_____(MENSA).

LESSON PLAN 32 (Lines 116–150, Capitulum IV)

Objectives:

1. To exercise and test students on all subject matter taught up to this point.
2. To introduce two new vocabulary words: imperat and paret.

Activities:

1. Read Grammatica Latina pages 39 and 40. The two words, imperat and paret are introduced via the Grammatica. Their meanings are self-evident from the reading.
2. Have pupils do the following practice exercises in writing.

(Numbers 1 to 10)

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

(Vocatives and Imperatives)

1. Pater _____	8. dormit _____
2. servus _____	9. ponit _____
3. Medus _____	10. tacet _____
4. Mater _____	11. interrogat _____
5. Julia _____	12. discedit _____
6. Dominus _____	
7. Quintus _____	

(Pronoun in place of Noun)

1. In crumena Julii (_____) centum nummi sunt. (Fill in)
2. Medus Davum (_____) accusat.
3. Julius (_____) Aemiliam videt.
4. Medus Aemiliam (_____) salutat.
5. Aemilia: "Julia, Quis (_____) pulsat."
6. Julia: "Marcus (_____) pulsat."
7. Medus crumenam (_____) Julii videt.
8. Julius (_____) Julii crumenam sumit.
9. Julius filiam Julii (_____) vocat.
10. Medus servus Julii (_____) est.

1. Servus: "Vid___, domin_____, crumena vacua est."
2. Dominus crumenam vacuam vid___ .
3. Dominus: "Sum _____crumenam tuam et disced_____!"
4. Servus crumenam suam sum___ et disced_____!"
5. Julius Medum vocat: "Ven___, Mede!"
6. Medus non ven_____.

(Question Words and Relatives)

1. Medus et Davus sunt servi Julii._____ sunt servi Julii?
2. Marcus Juliam pulsat. Julia est puella, _____ Marcus pulsat.
3. Delia et Syra ancillae Aemiliae sunt._____sunt ancillae Aemiliae?
4. Aemilia: "Julia! Julia!" Est mater,_____filiam vocat.
5. Julius crumenam magnam habet._____ crumenam magnam habet?
6. Julius pecuniam in crumena habet._____ Julius in crumena habet?
7. _____ nummi in crumena sunt? In crumena tantum decem nummi sunt.
8. _____ sunt ceteri nummi? Ceteri nummi in crumena non sunt.
9. Medus pecuniam non habet._____est servus,_____pecuniam non habet?
10. Medus Davum vocat._____ Medus vocat?
11. _____Davus non venit. Davus non venit, quia Medum non audit.
12. _____servi iam adsunt? Iam duo servi adsunt.
13. Aemilia: "Responde, Dave!" _____ Davum imperat?
14. Julius baculum in mensa ponit. Estne baculum_____ Julius in mensa ponit?
15. _____Medus servus bonus?

(Questions)

1.	Quot nummi in crumena Julii sunt?	responsum: (C)
2.	Quis pecuniam in crumena numerat?	
3.	Quot nummi iam in crumena sunt?	(X)
4.	Adsuntne duo servi?	
5.	Quis adest?	
6.	Quem accusat Medus?	
7.	Quot nummi in crumena Davi sunt?	(II)
8.	Quid ponit Julius in crumena Davi?	
9.	Cur Julius unum nummum in crumena Davi ponit?	
10.	Quot nummi in crumena Julii iam sunt?	(IX)
11.	Quid in mensa Medus videt?	
12.	Estne Medus servus bonus?	

3. Have pupils work through the three Pensa found in the capitulum.

LESSON PLAN 33 (Capitulum IV)

Objective:

To test pupil mastery of material covered in this capitulum.

Activities:

The following test might be duplicated and given to the pupils.

Examen Latinum

I. Comple sententias Latine:

Julia Marc____interrog____: "Ubi ____Sparta?" Marc____non respond ____, Marc____tac____. Julia imper____: "Respond____, Marc____! Est____Sparta____Italia?" Marc____respond____: "Sparta____est in Italia,____in Graecia. Sparta oppid____Graec____est." Julia: "Quot insul____in Graecia____?" Marcus: "In Graecia sunt mult____insul____. Numer____insul____Graec____magnus est."

Julius et Brutus____vir____Roman____sunt. Brutus serv____vid et e____voc____: "Ven____, serv____!" Servus, qu____Brutus voc____, est Davus. Dav____Brut____aud____et ven____. Brut____Dav____ interrog____: "Qu____est domin____tuus?" Dav____respond____: "Domin me____est Julius." Juli____, qu____domin____Dav____est, non ad____. Brutus Juli____non vid____. Davus: "Domin____ab____. Sed ecce Aemilia, domin____me____." Aemilia ven____. Brutus Aemil____vid____et e____ salut____: "Salv____, Aemilia!" Aemil____Brut____salut____: "Salv____, Brut____!" Brut____Aemil____interrog____: "Cur Julius non ad____?" Aemilia: "Julius ab____, ____dorm____. Sed ubi est ancill____me____? Syra, ven____!" Domin____ancill____voc____. Ancilla, qu____domin____ voc____, ven____et domin____su____interrog____: "Qu____est, domina?" Aemilia imper____: "Disced____, Syra, et voc____domin____Julium!" Syra, qu____ancill____prob____est, disced____et Juli____voc____.

Dominus serv____voc____. Servus, qu____domin____voc____, ven et domin____salut____. Qu____ven____? Serv____, qu____ven____est Davus. Qu____Davus salut____? Davus domin____su____salut____. Dominus, qu____ Davus salut____, est Julius. Domin____imper____. Servus prob____par____. Serv____, qu____non par____, improb____est. Domin____serv____improb puls____. Serv____, qu____dominus puls____, non rid____, sed plor____. In familia Juli____mult____serv____prob____et pauc____serv____improb____ sunt. Numer____serv____improb____parv____est. Juli____magn____famil____ hab____.

II. Da etymologias et significationes horum verborum anglicorum:

1. tacit
2. pecuniary
3. septuagenarian
4. numismatics
5. vacuous

APPENDIX I

A BRIEF COLLECTION OF LATIN SONGS

Praenotandum: School District teachers using the Nature Method have found the use of Latin songs during class valuable for motivational purposes, for a change of activity, and for reinforcing lexical and structural items. The songs may be introduced by a Latin expression such as Cantemus carmen "Duc, duc remos, duc." It is possible that teachers using other instructional systems will find this Appendix useful.

1. All Through the Night

Alta dormias quiete
totam noctem;
angeli custodient te
totam noctem;
fessos artus vinxit sopor
tacet ager, silva, aequor,
solus vigilabit amor
totam noctem.

2. Auld Lang Syne

Num amicorum veterum
decet oblivisci?
Annorum heu fugacium
et temporis acti?
Actum, socales, ob tempus,
praeteritum tempus,
priusquam discesserimus,
manus jungamus. (See an alternative version in Appendix II)

3. Caesar's Triumph
(to the tune of Clementine)

Ecce Caesar nunc triumphat
qui subegit Galliam
Civiumque multitudo celebrat victoriam
Gaius Julius Caesar noster,
imperator, pontifex,
primum praetor, deinde consul,
nunc dictator, moxque rex.

4. For He's a Jolly Good Fellow

Nam ille est bonus amicus!
Nam ille est bonus amicus!
Nam ille est bonus amicus!
Nemo neget, neget, Nemo neget neget
Nemo neget, neget, Nam etc.

5. Good Night Ladies

vos valete, dulces puellae;
vos valete, jam discessuri sumus

6. My Bonnie

Trans aequora abiit Chloe;
abest Chloe longissime;
trans aequora abiit Chloe;
reddatur amata Chloe
Reddas, reddas, o reddas amatam mihi,

7. Three Blind Mice

Tres mures!
En fugiunt!
Nam omnes secuti sunt rusticam
quae caudas cultello desecuit
sane facinus insolitissimum!

8. Twinkle, Twinkle, Little Star

Mica, mica parva stella;
miror quaenam sis tam bella!
Splendens eminus in illo,
alba velut gemma, caelo.

9. Santa Lucia

Stell (ae) in mari lucent instar
argenti, placida (e)st aqua,
lenes sunt venti

Venit (e) ad agilem barculam meam!
Sancta Lucia, Sancta Lucia.

10. Frere Jacques

Nonne dormis, nonne dormis
frater mi, frater mi?

Sona matutinas, sona matutinas
ding, dong, ding, ding, dong, ding.

11. Row, Row, Row Your Boat

Duc, duc remos, duc, viribus
unitis! Rivuli, flumina, maria,
omnia, nobis grata sitis.

12. Pop Goes the Weasel

Urbis vias ambulans,
visitans, Aquilam,
dissipans pecuniam-
"Pop, bit weasel."

13. Battle Hymn of the Republic

Adventientis Domini conspexi gloriam;
irarum uvas conterens calcat vindemiam;
Evaginavit fulguris fatalis laminam:
incedit veritas
Gloria, Gloria, Alleluja!
Gloria, Gloria, Alleluja!
Gloria, Gloria, Alleluja!
Incedit veritas.

14. Sailing, Sailing

Solvens, solvens, super Oceanum,
nam multae flabunt tempestates
prius Jack redibit
Solvens, solvens, etc.

15. You Are My Sunshine

Tu es sol meus, sol solus meus
me facis laetum dum nubes sunt,
O numquam scies quantum te amem
noli, sol auferre solem.

16. Clementine

In spelunca, in convalle,
dum metallo confodit,
hic colonus excavator
Clementinaqu' habitant
O deliciae, O deliciae,
O deliciae, carior!
Tu amissa est in saecla,
mihi dolor, carior.

17. O Caritas (as sung by Cat Stevens in the album CATCH BULL AT FOUR, Ackee Music, Inc.)

Hunc ornatum mundi
Nolo perdere
Video flagrare
Omnia res,
audio clamare
homines.
Nunc extinguitur
mund (i) et astrorum lumen.
Nunc concipitur
mali hominis crimen.
Tristitat(e) et lacrimis
gravis est dolor.
De Terraque maribus
Magnus est clamor.
O Caritas, O Caritas
nobis semper sit amor.
Nos perituri mortem salutamus,
Sola resurgit vita.

Ah, this world is burning fast.
Oh, this world will never last.
I don't want to lose the harmony of the universe.
I see all things . . . burning. I hear men . . . shouting.
Now is the light of the world and the stars going out.
Now does the blame for the disaster fall upon men.
Grief is heavy with sadness and tears.
Great is the noise from the earth and the seas.
O Love, O Love be with us always.
We who will perish salute death. Life alone goes on.

APPENDIX II

HOLIDAY MATERIALS IN LATIN

Praenotandum: The following collection of materials for use in connection with Thanksgiving, Hanukkah, Christmas, and Saturnalia was first put together at South Philadelphia High School in 1964 in a booklet called FERIAS LAETAS OMNIBUS! This booklet has proven popular with students and teachers throughout the School District. For everyone's convenience, the songs, poems, readings, menus, greetings, and other items are being made available here.

A. SALUTATIONES LATINAE (LATIN GREETINGS)

Ferias Laetas Omnibus! - Seasons Greetings to All!
Bonam Nataliciam! - Merry Xmas!
Felicem Diem Natalem Christi! - Merry Xmas!
Felix Festum Lucum! - Happy Hanukkah!
Felicem Diem Gratiarum Agendarum! - Happy Thanksgiving Day!
Annum Beatum Novum! - Happy New Year!
Pax tecum! - Peace be to you (singular)!
Pax vobiscum! - Peace be to you (plural)!
Dies sint amoeni! - May your days be pleasant!
Fausta fortunata felicia omnia tibi semper sint! - May every good fortune and happiness be yours always!
Salve! - Greetings! Hello! (singular)
Salvete! - Greetings! Hello! (plural)

B. ORDO CIBORUM PRO DIE GRATIARUM AGENDARUM AUT PRO ALIQUO FESTO (A MENU FOR THANKSGIVING OR FOR ANY HOLIDAY)

Calix fructuum frigidorum - Chilled fruit cup
Jus boletorum - Mushroom soup
Cubi casei - Cheese cubes
Olivae et cucumeres conditi - Olives and pickles
Assa gallina meleagris - Roast turkey
Sucus et farctum - Gravy and stuffing
Caepae - Onions
Rapa - Turnips
Virentia pisa - Green peas
Lactuca secta cum cucumeribus et ovis coctis - Lettuce wedges with cucumbers and egg slices
Panis et butyrum - Rolls and butter
Flos lactis gelidus - Ice cream
Nuces salsae et palmulae in saccharo - Salted nuts and sugared dates
Lac et coffea - Milk and coffee

C. CARMINA LATINA PRO TEMPORE FESTO (LATIN SONGS FOR HOLIDAY TIME)

I. Tinnitus (Jingle Bells)

Nantes per nives
in aperta trahea
trans agros imus,
omnes ridentes.
Tintinni tintinnant,
animose sic.
Laetissime nos canimus
canticum hac nocte.

Chorus
Tinnitus, tinnitus,
semper tinnitus!
O tantum est gaudium
dum vehimur in traha.
Tinnitus, tinnitus,
semper tinnitus!
O tantum est gaudium
dum vehimur in traha.

II. Diem Christi Album (White Christmas)

Diem Christi album somnio
persimilem praeteritis,
ub(i) arbores nitent
natique ardent nolis trahae nivosis.
Diem Christi album somnio
ut in omni charta scribo,
"Dies sint festivi tibi
et festa nivalia Christi!"

III. Atria Adorna (Deck the Halls)

Atria adorn(a) ilice;
Fa, la, la, la, la, la, la, la, la, la.
Hora est ut laetemur;
Fa, la, la, la, la, la, la, la, la.
Nitidam indue vestem;
Fa, la, la, la, la, la, la, la, la.
Carmen nunc canta Natalem;
Fa, la, la, la, la, la, la, la, la.

Nunc vide ignem Natalem;
Fa, la, la, la, la, la, la, la, la.
Citharam feri et canta;
Fa, la, la, la, la, la, la, la, la.
Et nunc cane forma laeta;
Fa, la, la, la, la, la, la, la, la.
Gaudia dum somniamus;
Fa, la, la, la, la, la, la, la, la.

IV. Sodalitatis Veteris (Auld Lang Syne)

Sodalitatis veteris
cur immemor ero?
Cur temporis praeteriti
fiet oblivio?
Ob aevum jam praeteritum,
praeteritum diu,
nos poculum plenissimum
sumemus nunc manu.

Tum dextra dextram implicet,
O vos fidissimi;
prolixe proluamus nos
fluminibus vini.
Ob aevum jam praeteritum,
praeteritum diu,
nos poculum plenissimum
sumemus nunc manu.

V. En Canentes Angeli (Hark the Herald Angels Sing)

En canentes angeli: "Gloria regi infanti;
Pax in terra et Deus concors cum mortalibus!"
Laeti omnes populi, cum caelestibus juncti,
praedicate: "Nunc Christus est in Bethlehem natus."
En canentes angeli: "Gloria regi infanti!"

VI. O Parve Vice Bethlehem (O Little Town of Bethlehem)

O parve vice Bethlehem quam tacite dormis,
et spectant alta sidera de caeruleis caelis!
Sed in obscuris viis tu hodie tenes
aeterna luce fulgente annorum omnes spes.

Nam Jesus Christus natus est et laeti angeli
infantem sanctum mirantur dum dormiunt pop(u)li.
O stellae, conclamate nostrum Redemptorem,
laudes nostro Deo regi, mortalibus pacem.

VII. Silens Nox (Silent Night)

Silens nox, sancta nox, placida, lucida,
virginem et puerum, dulcem atque tenerum,
somno opprime, somno opprime.

Silens nox, sancta nox, angeli nitidi,
"Alleluja" concinunt; nunc pastores meuunt;
Christus natus est, Christus natus est.

Silens nox, sancta nox, candida, splendida,
filii Dei facies nobis praebet novas spes;
Christus natus est, Christus natus est.

Sancta nox, nulla nox, duc me, stella beata, lux.
Ecce veniunt magi regi ut dona ferant.
Jesus Christus adest, Jesus Christus adest.

Sancta nox, alma nox, en, te permeat alba lux
suav(e) ubi vigilat parens ad cunas pueri sedens,
quem cepit sopor urgens, divinus superum.

Nox silens, innocens, lux post nubila defluens.
Audit pastor ab angelis, "Salve, rex hominum, venis!"
Jesus Christus adest, Jesus Christus adest.

VIII. Adeste Fideles (O Come All Ye Faithful)

Adeste fideles, laeti triumphantes,
venite, venite in Bethlehem.
Natum videte regem angelorum.

Chorus - Venite adoremus, venite adoremus, venite adoremus, Dominum.

Deum de deo, lumen de lumine,
gestant puellae viscera; deum verum,
genitum non factum.

Chorus - Venite adoremus,
venite adoremus, venite
adoremus, Dominum.

Cantet nunc "io" chorus angelorum;
cantet nunc aula caelestium:
"Gloria, gloria in excelsis Deo."

Ergo qui natus die hodierna,
Jesu tibi sit gloria;
Patris aeterni verbum caro factum.

En grege relicto humiles ad cunas,
vocati pastores approperant;
et nos ovanti gradu festinemus.

Aeterni parentis splendorem aeternum
velatum sub carne videbimus:
deum infantem pannis involutum.

Pro nobis egenum et foeno cubantem,
piis foveamus amplexibus.
Sic nos amantem quis non redamaret?

IX. Quis Renarret? (Who Can Retell? Hanukkah Song)

Quis renarret factos d(e) Israel? Hos quis renarret?
Per omnia saecula heros venit et servat gentem.

Audi de diebus eis, de hoc tempore.
Maccabeus servat et liberat et gens Israel adest.

X. Sanctus Venceslaus Rex (Good King Wenceslaus)

Sanctus Venceslaus Rex Stephani ad festum,
agrum vidit nivibus, gelidis congestum.
Vidit pauperem sibi ligna colligentem,
qui sub luna splendida sensit se frigentem.

"Huc O puer, siste hic. Dicens si cognoris
quis sit, ubi habitet pauper iste foris?"
"Ere, procul habitat subter illum montem,
silvae juxta limitem ad Agnetis fontem."

Puer regem sequitur unde nix discessit.
Fervor glaebis inerat ubi sanctus pressit.
Hoc scitote, divites, deum qui amatis,
vos beati eritis si quem vos beatis.

XI. Praesepi in Parvo (Away in the Manger)

Praesepi in parvo
lectum non habet,
Dominulus Jesus,
sopitus jacet.
Despectant jacentem
super palea,
Dominulum Jesum,
caeli sidera.

En mugiunt boves;
turbatur puer.
Nil lacrimat Jesus
perbellus tener.
Te amo, mi Jesu,
de caelo ades
cunis parvis tuis
dum venit dies.

XII. Gaudium Mundo (Joy to the World)

Gaudium mundo, Dominus venit,
acceptus rex.
Et corda parant omnia
locum Regi nostro et dum
in caelo carmina
canuntur, naturaeque,
caeli naturaeque
carmina.

Gaudium mundo
Salvator regnat
canunt omnes.
Dum agri, flumina, saxa,
colles, campi, arboresque
nunc rursus gaudium
nunc sonant gaudium,
nunc rursus gaudium
sonant omnes.

XIII. Angelos Audivimus (Angels We Have Heard on High)

Angelos audivimus
dulciter canentes
et voces respondentes
resonantes per agros:
"Gloria in excelsis Deo;
gloria in excelsis Deo!"

XIV. Per Valles (Hava Nagila - The Harvest Song)

Per valles voces canunt; tintinni
resonant; omnes,
O canite nunc!
Per valles voces canunt; tintinni
resonant; omnes,
O canite nunc!
Per valles voces canunt; tintinni
resonant; omnes,
O canite nunc!

Per valles voces canunt; tintinni
resonant; omnes,
O canite nunc!

Canite ubi fruges
altas sub caelo est.
Multum vinum adest;
O canite nunc!
Vertite et levate
bracchia; tollite
clamorem hodie;
O canite nunc!
Nunc, jam, ite dextram;
tollite pedes et cordes,
voces etiam concordes;
volate sicut aves,
volate sicut aves _____
volucres. _____ Cadite!
O, O canite nunc!

XV. Serena Nocte Media (It Came Upon a Midnight Clear)

Serena nocte media
delapsi de caelis
insigne illud angeli
psallerunt citharis;
"In terra pax et gratia
Dei benevoli."
Quiescit orbis reverens
dum canunt angeli.

XVI. Nicolaus Venit ad Nos (Santa Claus Is Coming to Town)

Attende ad te, noli flere,
noli plorare, ausculta me,
Nicolaus venit ad nos!
Tabulamque fecit, inspicit bis,
sciturus quis sit turpis et suavis;
Nicolaus venit ad nos.
Te videt dormientem, novit vigilantem,
novit agentem ben(e) et non;
igitur ne malus sis! Erg(e)
attende ad te, noli flere,
noli plorare, ausculta me.
Nicolaus ne venit ad nos!

XVII. In Arborem Natalicium (O Tannenbaum - The Christmas Tree)

Bacas ecce tam rubentes
ilicis spectant ridentes,
ramulosque viridantes
arboris tangunt hiantes,
globulos illuminatos
coruscantes et stellatos,
nives fictas, pupas pictas-
Omne merum gaudium!

XVIII. Salvete, Laeti Comites (God Rest Ye Merry, Gentlemen)

Salvete, laeti comites,
nihil vos terreat.
Nam Jesus Christus natus est
ut omnes redimat, et in Satanae semitas
errantes reducat, O nuntium gratissimum!
Gratissimum! O nuntium gratissimum!

XIX. Rudolphus Cervus (Rudolph the Red-Nosed Reindeer)

Rudolphus cervus habet nasum rubidum clarum.
Si umquam eum spectes, dicas fulgentem aurum.
Ceteri omnes cervi dicunt eum joculos.
Miser Rudolphus erat non permissus ad ludos.
Tum nocte Christi atra, Santa id dixit:
"Rudolphe, naso claro, si placet, praesis carro."
Tum omnes eum amant, clamant ejus gloriam:
"Rudolphe naso rubro, ibis in historiam!"

D. Lectio de Festo Lucum, i.e., Hanukkah

1. Machabeus autem, et qui eum eo erant. Domino se protegente templum
2. quidem et civitatem recipit: aras autem, quas alienigenae per plateas
3. extruxerant, itemque delubra demolitus est: et purgato templo aliud
4. altare fecerunt: et de ignitis lapidibus igne concepto sacrificia obtulerunt
5. post biennium, et incensum et lucernas, et panes propositionis posuerunt.
6. Quibus gestis, rogabant Dominum prostrati in terram, ne amplius talibus
7. malis insiderent .... Qua die autem templum ab alienigenis pollutum
8. fuerat, contigit eadem die purificationem fieri, vigesima quinto die
9. mensis qui fuit Casleu. Et cum laetitia diebus octo egerunt. Et decreverunt
10. communi praecepto et decreto universae genti Judaeorum omnibus omnes
11. agere dies istos. Et Antiochi quidem qui appellatus est Nobilis, vitae
12. excessus ita se habuit.

(2 LIBER MACHABAEORUM IO)

Notanda: The LIBRI MACHABAEORUM from which the above passage is taken contain the history of the struggle of the Jewish people with Antiochus Nobilis, circa 175 B.C. Hanukkah is a feast commemorating the dedication of a new altar at the Temple of Jerusalem after the victory of the Jewish leader Machabeus over Antiochus. St.Jerome regarded the LIBRI MACHABAEORUM as parts of the Bible. He translated the original Greek of these books into Latin in his famous BIBLIA VULGATA (THE VULGATE BIBLE)

1. Domino se protegente = cum auxilio Domini
2. alienigenae = "heathens"
5. panes propositionis = panis qui homines Deo obtulerunt
9. Casleu - nomen mensis in lingua Hebraica
11. agere = celebrare
11-12. vitae ... habuit = hoc fuit finis

E. Lectio de Nativitate

1. Factum est autem in diebus illis, exiit edictum a Caesare Augusto ut describeretur universus orbis.
2. Haec descriptio prima, facta est a praeside Syriae Cyrino.
3. Et ibant omnes ut profiterentur singuli in suam civitatem.
4. Ascendit autem et Joseph a Galilaea de civitate Nazareth in Judaeam in civitatem David, quae vocatur Bethlehem: eo quod esset de domo, et familia David,
5. Ut profiteretur cum Maria desponsata sibi uxore praegnante.
6. Factum est autem, cum essent ibi, impleti sunt dies ut pareret.
7. Et peperit Filium suum primogenitum, et pannis eum involvit, et reclinavit eum in praesepio: quia non erat eis locus in diversorio.
8. Et pastores erant in regione eadem vigilantes, et custodientes vigilias noctis super gregem suum.
9. Et ecce Angelus Domini stetit juxta illos, et claritas Dei circumfulsit illos, et timuerunt timore magno.
10. Et dixit illis Angelus: Nolite timere: ecce enim evangelizo vobis gaudium magnum, quod erit omni populo:
11. Quia natus est vobis hodie Salvator, qui est Christus Dominus in civitate David.
12. Et hoc vobis signum: Invenietis infantem pannis involutum, et positum in praesepio.
13. Et subito facta est cum Angelo multitudo militiae coelestis laudantium Deum, et dicentium:
14. Gloria in altissimis Deo, et in terra pax hominibus bonae voluntatis.
15. Et factum est, ut discesserunt ab eis Angeli in coelum: pastores loquebantur ad invicem: Transeamus usque Bethlehem, et videamus hoc verbum, quod factum est, quod Dominus ostendit nobis.
16. Et venerunt festinantes: et invenerunt Mariam, et Joseph, et infantem positum in praesepio.
17. Videntes autem cognoverunt de verbo, quod dictum erat illis de puero hoc,
18. Et omnes, qui audierunt, mirati sunt: et de his, quae dicta erant a pastoribus ad ipsos.
19. Maria autem conservabat omnia verba haec, conferens in corde suo.
20. Et reversi sunt pastores glorificantes, et laudantes Deum in omnibus, quae audierant, et viderant, sicut dictum est ad illos.

(Ex BIBLIA VULGATA, Luca 2)

1. Cum ergo natus esset Jesus in Bethlehem Juda in diebus Herodis regis, ecce Magi ab oriente venerunt Jerosolymam,
2. Dicentes: Ubi est qui natus est rex Judaeorum? vidimus enim stellam ejus in oriente, et venimus adorare eum.
3. Audiens autem Herodes rex, turbatus est, et omnis Jerosolyma cum illo.
4. Et congregans omnes principes sacerdotum, et Scribas populi, sciscitabatur ab eis ubi Christus nasceretur.
5. At illi dixerunt ei: In Bethlehem Judae: Sic enim scriptum est per Prophetam:
6. Et tu Bethlehem terra Juda, nequaquam minima es in principibus Juda: ex te enim exiet dux, qui regat populum meum Israel.
7. Tunc Herodes clam vocatis Magis diligenter didicit ab eis tempus stellae, quae apparuit eis:
8. Et mittens illos in Bethlehem, dixit: Ite, et interrogate diligenter de puero: et cum inveneritis, renuntiate mihi, ut et ego veniens adorem eum.
9. Qui cum audissent regem, abierunt: et ecce stella, quam viderant in oriente, antecedebat eos, usquedum veniens staret supra ubi erat puer.
10. Videntes autem stellam gavisi sunt gaudio magno valde.
11. Et intrantes domum, invenerunt puerum cum Maria matre ejus, et procidentes adoraverunt eum: et apertis thesauris suis obtulerunt ei munera, aurum, thus, et myrrham.
12. Et responso accepto in somnis ne redirent ad Herodem, per aliam viam reversi sunt in regionem suam.

(Ex BIBLIA VULGATA, Mattheus 2)

F. Lectio de Saturnalia

Crede aut non, post Idus Decembres, post medium mensem, Romani festos dies habebant quos Saturnalia appellabant. Postquam vina coacta sunt, erat tempus hilaritatis et relaxationis perfectae. Nullum negotium agebatur; ludi clausi erant.

Nefas erat per hos dies initium belli facere. Scelerosi non puniebantur, quod hoc rem publicam polluebat. In omnibus familiis servis licebat lascivire. Servi pilleum gerebant; hic pilleus erat signo licentiae et libertatis. Libere loqui servis licebat. Magna erat cena servis in qua domini servis serviebant dum servi vestes dominorum gerebant; domini ipsi erant occupatissimi in servis serviendo, portantes cibum et vinum.

Homines omnium generum, et liberi et servi, inter se dona dabant; dona erant cerei qui ab hominibus inferioribus offerebantur dominis superbis.

Multitudines in viis "Io Saturnalia." clamabant, nam celebratio erat honori Saturne, deo messis. Dum sacrificant Romani per Saturnalia morem mutabant; caput non velatum est sicut in sacrificiis ordinariis. Nam nullum malum per tempus tantae laetitiae fieri poterat. Sic creditum est.

Aediles populum vulgo aleas jacere patiebantur. Simili modo apud majores nostros ipsos, chartis ludebant nocte ante Natalem Christi etiam homines probri et religiosi. Populus totus togam deponebat et vestem laxam, "synthesis" nomine gerebant.

Cerei, dona quae supra demonstravimus, ultima nocte festivitatis incendebantur. In fine Rex Falsus delectus est.

Notanda: The Saturnalia or Feast of Saturn, was the Roman winter holiday held in late December. The date of this festival roughly corresponds to the date for Christmas. Many Christmas customs have their origin in the Saturnalia.

4. ludi = scholae
7. pilleum "a felt hat"
15. Io est exclamatio gaudii et laetitiae.
20. Aediles fuerunt magistratus publici
22. probri = boni

G. Versus Macaronicus (Macaronic Verse)

Puer per window spectabat
watching id snow in magnis flakes:
Terra omnis alba erat
as nix made blankets like white cakes.

A smile lit up pueri face
dum vidit se on his new sled
zipping de colle in big race
cum socils, sed satis said.

Nam mater venit et sic spoke:
"When nix stops falling, sonny boy,
you'll get a shovel; 'tis no joke
et clear the sidewalk of snow cum joy."

"Ah gosh, mater. Id non est fair.
Quia I planned uti new sleigh.
Sed cum I finish job cum care;
may I stay out et cum boys play?

"Certissime." mater dixit.
Sic filius exibat fast.
Non long after in house ruit
laete dicens all snow was cast.

To questioning matri is dixit
that socios omnes did aid
postquam is promised then cum wit
by rides in sleigh they would be paid.

H. Jocus

Pater: Quid vis dono, fili Natalicia?

Filium: Tympanum volo.

Pater: Noli tympanum petere, fili; nam in hoc tecto est nimis strepitus.

Filius: Sed pater, strepitus tibi non molestum erit. Tympanum pulsabo dum to dormies.

Tympanum = "drum"

Strepitus = "noise"

I. The Night Before Christmas

Erat nox ante Christi
natalem diem,
nil movebat per casam,
ne mures quidem.

Pendebantur ad focum
tibiali' attente,
spe Sanctum Nicolaum
cum traha mox adfore.

Liberi omnes in lectis
commode cubabant,
dum per capita visa
prunorum saltant.

In sudario mater
et ego in pileo,
relaxamus nos jam
in somno hiberno,

ubi foras in campo
talis fragor init,
propero statim visum
qui strepitus sit.

Ad fenestram accurri
similis fulguri,
et foriculas late
omnes patefeci.

Ecce luna in summa
recenti nive
splendorem dat rebus
sicut meridie.

En, quae visa apparent
miranti oculo,
pisi traha minuta
et tarandri octo,

cum auriga parvo,
alacri et celeri;
illum esse debere
Nicolaum sensi.

Citius aquilis
venerunt renones;
sibilavit, clamavit,
nominavit omnes:

"En, Saltator! Vulpes!
Exsultator! Cursor!
Ite, Cometes! Cupido!
Tonitrus et Fulgor!

Ad summum vestibulum!
Ad summum murum!
Omnes fugite.
Nobis est avolandum!"

Ut folia sicca
volantia procella,
impedimento occurso,
ascendunt ad caela.

sic tarandri volabant
ad fastigia tectorum,
cum traha, auriga,
sarinaque donorum.

Et tunc tempore ipso
audivi in tecto
tarandros pulsare
quoque pede parvo.

Dum caput infero
et me circumverto,
Nicolaus descendit
saltu de camino.

Is gerebat pellem,
de capite usque ad pedes;
cineres et fuligo
foedabent vestes.

Crepundiorum fascom
jecerat in tergum;
videbatur mercator
patefacians saccum.

Oculi-quam micantes!
Gelasinus laetus!
Rosis similes genae,
cerasoqu nasus!

Os parvum facetum
erat arcui simile,
et barba in mento
albior erat nive.

Pipae stipitem
inter dentes tenuit,
et corona fumi
caput circumvenit.

Ei facies est lata
et venter globosus
qui tremebat dum ridet
quasi esset gelatus.

Erat pinguis, obesus,
hilaris deus,
Et risi videns hunc,
tamen at invitus.

Flexu capitis ejus
et nictu oculi
mox sensi nihil
formidandum mihi.

Non dixit verbum,
sed laborem coepit,
tibialia implevit;
deinde motu vertit,

et juxta nasum
ponens digitum,
et tunc adnuens,
subiit per caminum.

In traham saluit,
sibilavit jugo;
omnes avolavere
similes cardui pappo.

Hunc audivi clamare,
dum e conspectu agit,
"Laetus Dies Christi
et beata nox sit."

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